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RESEARCH Success Stories

DEPARTMENT OF EDUCATION, CARAGA REGION

POLICY | SERVICE | PRODUCTS

A Journey of Purpose: A STORY BEHIND STRENGTHENING DEPED CARAGA'S RESEARCH PROGRAM



CREATIVE THINKING



I didn't set out to transform a system—I simply wanted to make a difference.

When I first stepped into the role of Regional Research Coordinator in DepEd Caraga, I saw the promise of what research could do for education. A million-peso program stood ready to support bold ideas and evidence-based change. But behind that promise lay a complex reality: passionate researchers were navigating a system not fully equipped to support them, and valuable findings often sat unused.

FORGING OPPORTUNITIES FOR RESEARCH IMPLEMENTATION



STAYING RELEVANT

What followed was a journey of learning, unlearning, and leading with purpose. This is the story of how we turned insights into action—and how a struggling program found new life in the hands of educators who believed in the power of research.

The Research Program, with its generous funding allocation of one million pesos, was more than just a budget line; it was a powerful opportunity to support educators and researchers in turning innovative ideas into impactful realities.



Yet, as the years unfolded, I began to see the gaps more clearly. Over the course of five years, the implementation of the program encountered significant challenges—challenges that, at times, threatened to overshadow its noble intent. Guidance was lacking, research results are not fully utilized, and despite the passion of our researchers, the system didn't always support them the way it should have.

That realization marked a turning point for me. I knew we needed to do more than simply manage the program—we needed to understand it deeply, evaluate it honestly, and improve it meaningfully.

Driven by that purpose, I led a comprehensive evaluation of the Research Program's implementation across the region. It wasn't easy. It meant gathering data, listening to feedback (sometimes critical), and confronting uncomfortable truths. But it was also deeply fulfilling—because every insight brought us closer to building something better. The results were illuminating. We identified both our achievements and our blind spots. Armed with these findings, we developed and issued a set of operational guidelines aimed at revitalizing the program.

And soon, the impact began to unfold before my eyes. the **number of research proposals surged**, signaling a renewed energy in the field. Teachers and education leaders started embracing research not as an academic requirement, but as a practical tool for decision-making. Most rewarding of all, I saw how **research results were being used to improve teaching, program implementation and influence policies that directly impacted students and teachers.**

What began as a difficult task became one of the most meaningful chapters of my career. It showed me that with evidence, vision, and collaboration, we could turn a struggling program into a success story.

Today, I look back not just with pride, but with gratitude—for the challenges that pushed us, the colleagues who stood beside me, and the researchers who dared to believe that their ideas could spark change.

This is more than a professional milestone. It is a personal victory. And it is just the beginning.

Study title: **Evaluation of Research Program Implementation of DepEd Caraga Using the Context, Input, Process and Product (CIPP) Model**

Proponent: **Caroline L. Guerta, PhD**
Education Program Supervisor
Policy, Planning & Research Division

National Learning Camp

The Winning Formula for Improving English Skills among Grade 7 Learners



How much more could our students achieve if we stopped treating them as a uniform group and started meeting them exactly where they are in their learning journey?

This question was the driving force behind the research entitled ***"Quantitative Analysis of English Learning Outcomes Among Grade 7 Learners Across Different Camp Structures in the National Learning Camp"*** conducted in the Division of Agusan del Norte. The study focused on how personalized, data-driven instructional models could significantly improve English proficiency among Grade 7 learners by addressing their unique needs and readiness levels. By applying educational theories like Vygotsky's Zone of Proximal Development and Bandura's Social Learning Theory, the research aimed to uncover the most effective ways to engage students in a way that challenged them at their individual levels.

The study evaluated three distinct instructional camp models: Intervention, Consolidation, and Enhancement. Each model was designed to cater to learners at different proficiency levels. The Enhancement Camp, which employed advanced instructional strategies and dynamic learning activities, led to the most significant improvements. Students in this camp experienced a 13-point increase in proficiency scores, far outpacing the 10-point gain in the Consolidation Camp and the 6-point increase in the Intervention Camp.

But the impact of the Enhancement Camp wasn't just reflected in test scores. This model fostered greater student engagement, motivation, and critical thinking, providing a learning environment where students felt empowered to actively participate. The results suggested that when we meet students exactly where they are in their learning journey, not only do they improve academically, but they also develop important life skills like communication, collaboration, and problem-solving.

Building on these findings, the research recommended that the successful strategies from the Enhancement Camp be adopted more broadly, especially for learners in the Intervention Camp, who require more individualized support. Recommendations included incorporating one-on-one tutoring, scaffolded lessons, and educational technology to better meet the needs of struggling students. These suggestions have already had a profound effect, as school leaders in the division integrated them into their School Improvement Plan, ensuring that teaching methods were grounded in evidence-based practices.



"Quantitative Analysis of English Learning Outcomes Among Grade 7 Learners Across Different Camp Structures in the National Learning Camp"

Frengie G. Botoy | Division of Agusan del Norte



As a result, teachers have been equipped with differentiated instructional strategies, enhancing their ability to engage learners at varying levels of proficiency. Professional development initiatives have focused on fostering a more collaborative, student-centered environment, allowing teachers to create classrooms where all students—regardless of their starting point—can thrive.

The outcomes of this research go beyond English language proficiency. Students have demonstrated substantial growth in their critical thinking skills, self-confidence, and overall academic resilience, preparing them for future challenges. Moreover, teachers have reported increased confidence in meeting the diverse needs of their students, resulting in a more dynamic and interactive learning atmosphere across the division.

This study underscores the power of personalized, data-driven educational strategies to drive meaningful change. By meeting students where they are, we can transform not only their academic outcomes but also the way they approach learning, laying the foundation for lifelong success. The ripple effect of these findings has set the stage for ongoing educational innovation, showing that when we address each student's unique needs, the possibilities for their growth are limitless.

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PROJECT TECH-UP BRIDGING THE EDTECH GAP FOR ALS TEACHERS IN AGUSAN DEL NORTE

The research titled "Enhancing ALS Teachers' Effectiveness Through Focused Training on EdTech Tools in the Division of Agusan del Norte" has been a significant success within the division, bringing about noticeable improvements in the way ALS teachers use educational technology (EdTech) to support their students. This study aimed to address the gap in EdTech proficiency among ALS teachers by providing targeted professional development to help them integrate these tools more effectively into their teaching practices.

The research findings demonstrated that although initially confident in their knowledge of EdTech tools, ALS teachers faced challenges in consistently applying them in the classroom. Many teachers expressed a willingness to learn and adopt new tools, and the research found a generally positive attitude toward the potential benefits of EdTech. However, there was a gap in their skills, particularly in troubleshooting and integrating these tools into lesson plans. Based on these insights, the author proposed *Project TECH-UP*, a focused training initiative to build teachers' technical skills and encourage the regular use of EdTech tools in their classrooms.

The *Project TECH-UP* initiative included a series of hands-on workshops, weekly mentorship sessions, and the formation of peer support groups for ALS teachers.

The intervention allowed teachers to enhance their EdTech skills, and data collected after the training sessions showed that teachers significantly improved their ability to navigate and troubleshoot EdTech tools. They also became more confident using these tools to engage students and support diverse learning needs.

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**Enhancing ALS Teachers' Effectiveness
Through Focused Training on EdTech Tools in
the Division of Agusan del Norte**
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This initiative had a clear and lasting impact. Teachers began regularly integrating EdTech tools into their lessons, fostering a more interactive and engaging learning environment. The frequency of EdTech tool usage increased, and teachers reported a positive change in student engagement and learning outcomes. The training also helped bridge the digital divide in the division, empowering ALS teachers to equip their learners with the digital skills necessary for the modern world.

The success of this research has set a strong foundation for continued professional development in the division. It has provided a practical model for how focused, hands-on training can significantly enhance the effectiveness of ALS teachers. The positive results have already begun to shape future educational practices, ensuring that ALS teachers in the division are better equipped to meet the needs of their learners and stay aligned with global educational trends.



DRRM IMPLEMENTATION

Carmen 2 District Strengthens Schools' Disaster Readiness With Research-Based Reforms

Mona Lisa Lopez De La Cruz | Gosoon Elementary School | Division of Agusan del Norte

In Carmen 2 District, the implementation of the Disaster Risk Reduction and Management (DRRM) Program has been transformed, thanks to Mona Lisa Lopez de la Cruz's research, "Disaster Risk Reduction and Management Program Implementation in Carmen 2 District: An Assessment." This study not only assessed current capabilities but also outlined a clear path for enhancing school preparedness against both natural and human-induced disasters.



The research revealed that while DRRM efforts were moderately implemented across key areas—such as human resources, facilities, education, policies, and response systems—significant gaps remained, particularly in teacher training, DRRM materials, funding clarity, and community involvement. These findings directly informed the development of a targeted enhancement program.

This program included structured DRRM training for educators, orientations on early warning systems, and emergency protocols. It was incorporated into school planning documents, with school improvement plans and DRRM manuals revised by mid-2023. Hazard mapping, evacuation drills, and contingency planning became regular activities, and coordination with parents and local officials grew stronger, as evidenced by increased participation in safety briefings.

The shift in school culture has been profound. Teachers are now proactive, students are more disaster-aware, and emergency drills have become integral to the educational experience. The integration of safety measures, such as visible emergency exits and first-aid kits, reflects the internalization of safety protocols.

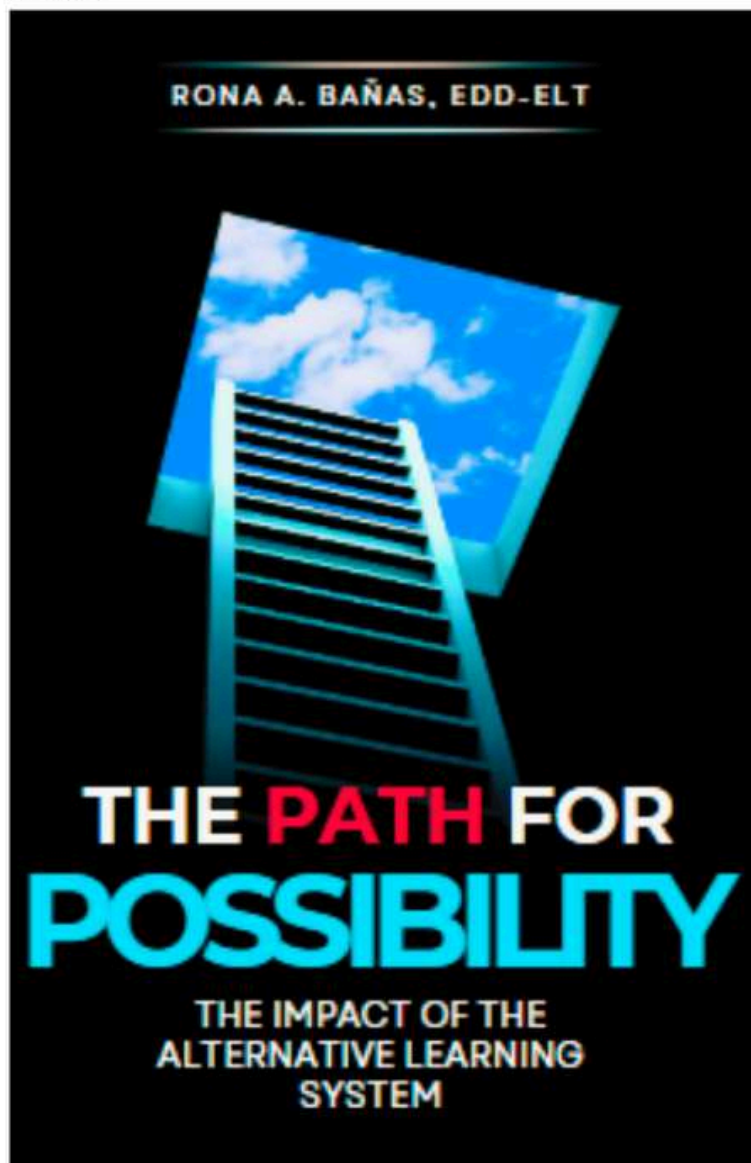
Carmen 2 District has redefined its DRRM program not as a bureaucratic obligation but as a vital framework for safety and resilience. The research has catalyzed a transformation from mere compliance to competence, inspiring other districts to adopt its approach to building a culture of preparedness and safety.

The research conducted in Carmen 2 District catalyzed transformative advancements in disaster preparedness, fostering a resilient educational environment. Key outcomes included the establishment of regular disaster preparedness drills across all schools, equipping both staff and students with vital emergency response skills. The study also identified critical gaps in disaster management knowledge among school personnel, prompting the implementation of specialized training sessions that greatly enhanced their capabilities.

Moreover, the research emphasized the importance of community engagement, forging stronger partnerships with local government units and parents to ensure unified responses during crises. By integrating disaster risk reduction (DRRM) into the curriculum, it ensured that students were educated on preparedness from an early age, cultivating a culture of safety.

The formation of DRRM task forces in each school ensured that trained personnel were always ready to lead in emergencies, while the research's insights were pivotal in developing a comprehensive district-wide DRRM plan, uniting schools in a collective, strategic approach to disaster management. These outcomes not only elevated the district's preparedness but also fostered a sustainable, unified approach to disaster resilience.

San Francisco, Agusan del Sur, Philippines — At dawn, a 44-year-old learner begins his day by tending to the rice field, walking its narrow dikes as the morning mist rises, inspecting each patch for signs of growth or trouble.



In a qualitative study on ALS passers transitioning to Grade 11 in Agusan del Sur National High School, flexibility emerged as a defining feature of ALS. Many learners credited this flexibility with making education achievable again.

"Without ALS, I would've stopped studying for good. My work schedule didn't fit traditional school hours," shared Participant 1.

Participant 2 echoed this, saying ALS allowed her to balance education with caregiving for younger siblings during a family crisis.

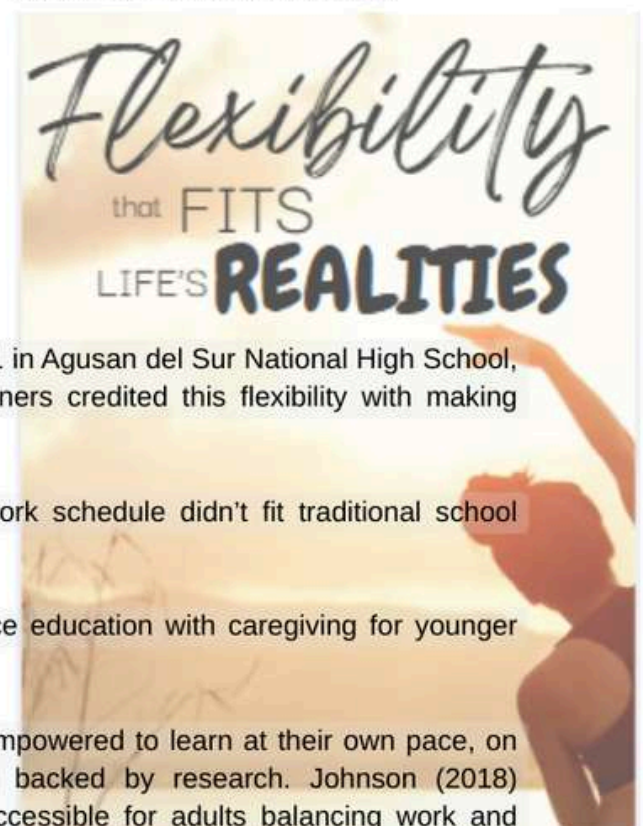
These insights reflect a core strength of ALS: learners are empowered to learn at their own pace, on schedules tailored to real-life demands. It's an approach backed by research. Johnson (2018) emphasized that flexible learning makes education more accessible for adults balancing work and family, a theme reinforced by Krause (2020), who found flexibility crucial for marginalized learners.

After returning home and having a simple breakfast, he prepares to go to school. Just a year ago, he was on the verge of giving up on education.

Today, he walks the corridors of Agusan del Sur National High School as a Grade 11 student—his path reopened by a quiet revolution in Philippine education: the Alternative Learning System, or ALS.

"I never imagined I could go back," the ALS learner says. "But ALS gave me that chance. It gave me direction."

His experience mirrors that of many youth and adults in Mindanao and across the country who have found in ALS not just a second chance—but a path to possibility. Through its flexibility, inclusivity, and focus on skill-building, ALS is transforming lives once derailed by poverty, distance, or personal struggle.



LEARNING THAT PREPARES

FOR THE REAL World

ALS doesn't only restore access—it equips learners with practical, real-world skills.

"What I learned in ALS—especially communication skills—helped me land my first job," said Participant 2.

"We worked in teams, solved problems. It taught me how to adapt," noted Participant 4.

"I gained confidence applying for jobs because I knew how to use a computer and manage my time," added Participant 5.

These accounts underscore how ALS aligns with calls for workforce-ready education. Horton & Chilton (2020) assert that skills-based programs like ALS give learners real-world competencies, while UNESCO (2017) recognizes ALS's role in preparing learners for employment and further studies.



For learners sidelined by financial hardship, disabilities, or geographic isolation, ALS represents not just a choice—but the only choice.

"I couldn't afford regular school, but ALS made learning possible," said Participant 4.

Participant 3 noted that ALS accommodated her unique learning needs and long travel distances from her rural community.

"I didn't start where most kids did. But ALS treated me the same and helped me catch up," Participant 5 shared.

This commitment to inclusivity is why ALS has become a lifeline for so many. According to UNESCO (2020), ALS promotes educational equity by serving out-of-school youth, working students, and learners with disabilities—groups traditionally excluded from formal schooling.

BARRIERS TO BRIDGING THE GAP

A SYSTEM ROOTED IN

INCLUSION



Despite its strengths, ALS graduates face significant challenges when transitioning into traditional high school.

"It was hard to keep up in Grade 11. I had gaps in knowledge from my early years," Participant 3 admitted.

"The rigid rules and schedules were very different from what we were used to," said Participant 4.

Participant 2 stressed the need for additional support: "Even basic tutoring or counseling would have helped."

Such feedback reflects a pattern. Studies by Burton (2021) and Chigona & Condy (2016) confirm that ALS learners often struggle with academic integration and need targeted transition support—especially to bridge learning gaps and adjust to structured environments.

For many, ALS isn't just a finish line—it's a launching pad. "ALS helped me get to college. I never thought that would happen," said Participant 2, now a university student.

Participant 5 successfully used their ALS certification to pursue higher education.

"It gave me the foundation to follow my dream of joining a vocational training program," added Participant 4.

These personal victories mirror findings from Ali & Kagoda (2019), who argue that ALS provides a viable pathway to higher education for learners historically excluded from formal schooling. UNESCO (2017) also underscores ALS's role in enabling upward social mobility through education.

as a
**Launchpad to
Higher Dreams**

Read

and

Rise

CATCH-UP FRIDAY FLIPS THE SCRIPT ON GRADE 10 READING IN AGUSAN DEL SUR

On Fridays in Prosperidad National High School, the bell doesn't ring learners out of class—it rings them into books. Blue armchairs slide into clusters, dog-eared novels appear, and 387 Grade 10 students drop everything—gadgets included—to read. They're part of Catch-Up Friday (CFU), the Department of Education's nationwide answer to the 2022 PISA report that tagged Filipino teens at just 23 % reading proficiency.

Launched on 12 January 2024 and anchored on the "Drop Everything and Read" call, CFU carves out a weekly literacy block. Research coordinator Jeffry M. Saro, MSc and a team of Prosperidad educators turned the idea into a full-blown study, tracking pre- and post-assessments from January to February 2024 while interviewing a focus group of thirty learners.

Before CUF, most students hovered at "Average Mastery" (63.30 %). Eight sessions later, the mean shot up to 95.33 %, landing in the "Closely Approximating Mastery" band—a 32.04 % leap. Even better, the proportion of independent readers rocketed from 63.31 % to 95.35 %, wiping out the frustration category entirely. A computed t value of 2.47 ($p < 0.05$) sealed the improvement as highly significant.

Friday has become our 'basa-cation'—a short vacation made of books," laughs one student, thumbing through a borrowed novel while classmates swap plot predictions.

From "Basa Ta, Bai!" calls echoing down the corridors to the proud grin of a once-struggling reader finishing her first novel, Catch-Up Friday is more than a program—it's a habit that sticks. And every time that Friday bell rings in Prosperidad, another chapter of reading success begins.



BASA TA BAI! Grade 10 learners huddle over texts during a Catch-Up Friday session at Prosperidad National High School, turning an ordinary hour into a lively sprint toward reading mastery.

NOTABLE IMPACTS

1

Dramatic Reading Proficiency Improvement

The study demonstrated a 32.04% increase in student reading proficiency levels, with independent readers increasing from 63.31% to 95.35%, effectively eliminating the frustration reading level category completely.

2

Development of Designed Educational Interventions

The findings led to the creation of a specialized teaching guide for Catch-Up Friday implementation, providing educators with evidence-based strategies to enhance reading instruction within the Department of Education's framework.

3

Student Confidence and Engagement Enhancement

Data showed that 96% of participants reported increased confidence in their reading abilities, with students actively engaging in diverse reading activities that transformed their attitudes toward reading from obligation to enjoyment.

4

Multi-dimensional Approach to Reading Development

The research validated a comprehensive approach combining reading comprehension exercises, vocabulary building, critical thinking tasks, and group discussions, demonstrating how this multifaceted strategy addresses various aspects of reading proficiency.

5

Cultural and Perspective Expansion

Students reported significant broadening of perspectives on subjects ranging from climate change to cultural diversity, showing how improved reading abilities transcend mere academic improvement to foster intellectual growth and critical thinking about global issues.

RESEARCHER | **Jeffry M. Saro, MSc**

Teacher I/Research Coordinator

Co-Authors | **Arlyn O. Barol, Ardelyn L. Glodobe, Florelyn S. Grana, Nova P. Billuga**

Division of Agusan del Sur, Department of Education, Caraga Region, Philippines

From River Crossings to Classroom Doors: How Sitio Mandalayag Reimagined Educational Access



Sitio Mandalayag Brgy. Pianing Butuan City

In the heart of Brgy. Pianing, Butuan City, lies Sitio Mandalayag—a remote yet resilient community once defined by the daily struggles of its youngest members. Until recently, children here endured long, treacherous journeys across rivers and rugged trails just to attend school. The path to education was not only physically demanding but emotionally taxing, leading to alarming dropout rates and underperformance.

But hope surfaced from within.

◆ The Power of Listening to Learners

Educators and researchers Laura R. Cubio, Maria Theresa E. Depay, and Nenito M. Turla Jr. took a bold step during School Year 2021–2022: they turned their attention to the pupils themselves. By exploring the lived experiences of those at risk of dropping out from Pianing Elementary School, they uncovered two key obstacles—distance and financial hardship.

Their research laid bare a generational gap. Adults aged 19–30 had mostly left school prematurely, while younger learners aged 5–11 were actively enrolled, signaling an urgent need to bridge opportunity with access.

✦ Mobilizing a Community for Change

Armed with evidence, the researchers catalyzed a community-wide movement. Barangay officials, Indigenous People (IP) leaders, and families united around a shared goal: to bring education closer to home. This collaboration birthed the Mandag Indigenous Community Elementary School— a local institution shaped by local needs.

More than a building, it became a symbol.



Impact Beyond the Classroom

Since its establishment, the school has:

- * Dramatically reduced dropout rates
- * Boosted daily attendance and academic performance
- * Instilled pride, ownership, and optimism among community members

These changes echo loudly in the quiet corners of Sitio Mandalayag, proving that grassroots action backed by research is a powerful formula for sustainable transformation.

A Blueprint for Inclusive Education

Sitio Mandalayag's story offers far-reaching lessons. It shows that meaningful reform doesn't require sweeping national directives—it requires a willingness to listen, the courage to act, and the strength to collaborate.

"The once-daunting journey to education has been replaced with a sense of hope and opportunity."

Study title: **Experiences of Pupils at Risk of Dropping Out (PARDO) in Sitio Mandalayag, Pining, Butuan City**



Maria Theresa E. Depay
Principal I
Taguibo Elementary School
SchoolDepEd Butuan City



Nenito M. Turla Jr.
Head Teacher I
Dugyaman Elementary School
DepEd Butuan City



Laura R. Cubio
Teacher III
Pining Elementary School
DepEd Butuan City



Giggles, glances, and growing minds — a snapshot of Mandag Indigenous Community Elementary School pupils savoring the joy of learning together.

Transforming Youth Health through Research: the Teen Hub Story

In a groundbreaking move that places adolescent health front and center, Ampayon National High School is set to launch a Teen Hub—a vibrant, youth-friendly space borne out of research and fueled by collaboration.

What began as an urgent inquiry into the rising incidence of teenage pregnancy has since evolved into a dynamic solution. The study titled “Exploring the Factors Contributing to the High Incidence of Teenage Pregnancy among Public Secondary School Learners in Butuan City” not only revealed critical insights but also helped reshape the city’s approach to adolescent development.

Bridging Knowledge and Action

The study painted a nuanced picture of the influences contributing to teenage pregnancy: economic vulnerability, peer pressure, and gaps in reproductive health education. These findings came as a clear call to action: young people need safe spaces and access to guidance that empowers them to make informed choices.

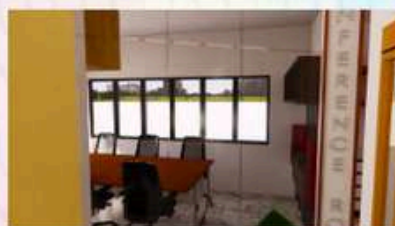
Enter the Teen Hub: a Php 3 million investment to transform into a wellness haven dedicated to holistic adolescent growth.

A Place That Listens, Supports, and Educates

Inside the Teen Hub, students find more than just information—they find validation. Services include:

- Adolescent Sexual and Reproductive Health Education: Equipping youth with knowledge about family planning, STI prevention, and responsible decision-making
- Mental Health Counseling: Providing space for open dialogue on stress, self-esteem, and emotional resilience
- Wellness Programs: Covering nutrition, lifestyle coaching, and health screenings
- Youth-Safe Environment: Encouraging confidentiality, inclusivity, and acceptance

It's not just a hub—it's a launchpad for healthier futures.



Proposed Construction of Teen Hub Center with Acoustic Proof Counseling Pods, Ampayon National High School, Butuan City, Agusan del Norte, with the amount of Three Million Pesos (Php 3,000,000.00)

🔑 Building a Coalition for Change

The good news that this Teen Hub brings stems from an integrated, multi-sectoral partnership. Stakeholders from the Department of Health, the Department of Education, local government units, and non-governmental organizations joined forces to make adolescent health a shared priority.

This co-ownership model ensures that the services are evidence-based and deeply relevant to the community's youth.

🚀 More Than a Response—A Cultural Reset

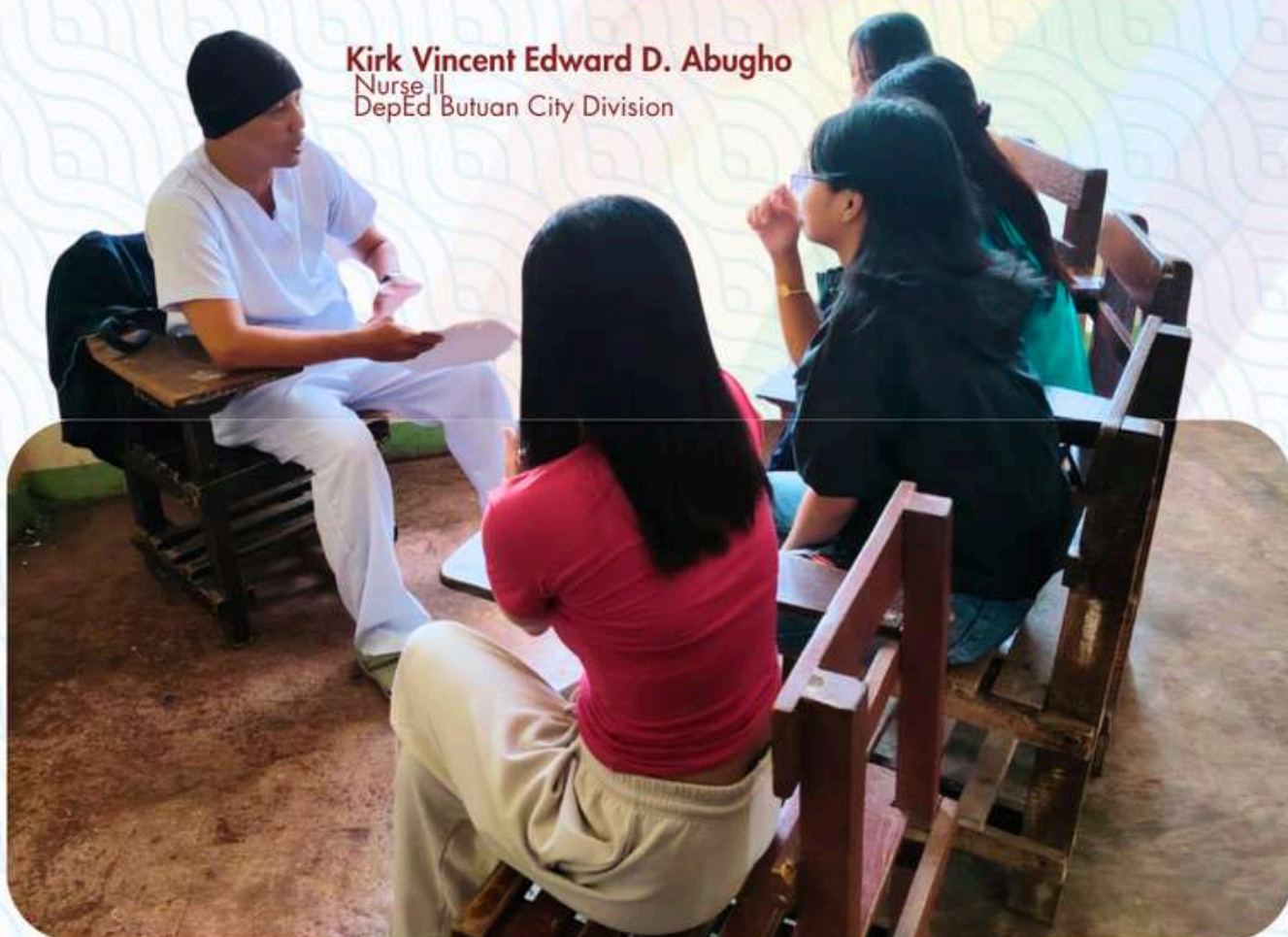
The Teen Hub challenges stigma and invites open conversation. It promotes adolescent wellness as a right, not a luxury. Most importantly, it sends a strong message: that local solutions, guided by research and sustained by community commitment, can meaningfully reshape public health narratives.

"It's not just about preventing pregnancy—it's about promoting potential."

As Butuan City turns insight into infrastructure, the Teen Hub is a living example of what's possible when data meets compassion, and advocacy meets action.

Study title: **Exploring the Factors of High Rates of Teenage Pregnancy among the Public Secondary School Learners in Butuan City**

Kirk Vincent Edward D. Abugho
Nurse II
DepEd Butuan City Division



Nurse "Kirvie" counsels a group of learners from Ampayon National High School on adolescent health.



THE JOURNEY

Have you ever wondered what truly drives or hinders the pursuit of knowledge in our schools?

The study, "Perception towards the Conduct of Research: Basis for the Improvement of the Implementation of the Research Program in the Division of Bayugan City, Philippines," explored the views of educators and stakeholders on research practices. Symbolically termed "Crossing the Bridge of Inquiry," this journey emphasized that research is a transformative process influenced by the beliefs, motivations, and experiences of participants, not merely a technical obligation. The objective was to understand how these perceptions impact the success and longevity of the division's research program. Throughout this process, the researcher encountered challenges, including skill gaps and a lack of motivation, which served as opportunities for deeper understanding. Through careful analysis and active engagement, the study identified key areas for improvement, paving the way for practical, evidence-based enhancements to the research program. Ultimately, this journey from initial inquiry into perception culminated in a clear path towards empowerment, fostering a stronger research program and cultivating a culture of ongoing inquiry within Bayugan City's educational system.



Career progression is the main reason educators engage in action research, followed by addressing "new normal" teaching challenges, improving research skills, and solving school-wide issues, all contributing to professional growth and educational innovation.



Notable Impact...

The study's impact is notably multifaceted, highlighted by **exceptional engagement in action research** among teachers, demonstrating their proactive role in improving educational practices. This engagement is underpinned by an **overwhelmingly positive teacher perception of research**, signifying their recognition of its value. Crucially, the research also offered a **precise identification of key obstacles** hindering research efforts, providing clear targets for intervention. Ultimately, these insights position the study as a **catalyst for professional development** and a solid **foundation for systemic enhancement** of research programs within the educational system.



The study significantly impacted the educational landscape by revealing high teacher engagement (94% participation) and a positive perception of action research (3.88/5 average), affirming its value in improving teaching and learning. It critically identified real challenges like heavy workloads and a lack of training while also highlighting the role in professional growth. These findings offer a vital basis for future program improvements in Bayugan City and beyond.

Even though career advancement is a key motivator for teachers, with research being a contributing factor, this study reveals both positive perceptions and significant needs among teachers in the Bayugan City Division. The findings indicate that teachers generally have a positive perception towards conducting research, recognizing the advantages it brings to their teaching practices and ultimately, to their students' learning.

However, the study also highlights crucial challenges. Teachers reported needing more support, knowledge, and skills, along with issues like heavy teaching loads and insufficient financial assistance from schools. The findings further suggest a need for more research training and lighter time schedules. These challenges are not unique to Bayugan City or Agusan Del Norte, but are prevalent across educational institutions worldwide, as supported by literature reviews.

It is therefore crucial for schools and other educational institutions to acknowledge teachers' perceptions, needs, and motivations to foster their engagement. Recognizing that research constitutes additional workload, teachers should be allocated sufficient time to balance both teaching and research responsibilities. Providing the necessary support will not only be appreciated by teachers but will also help them recognize the long-term benefits of research for their own professional development, for themselves, and for their students.



RESEARCH TITLE:

Perception Towards the Conduct of Research: Basis for the Improvement of the Implementation of the Research Program in the Division of Bayugan City, Philippines



LEONILA P. CLAMO, EdD.

Education Program Supervisor
Researcher:



Empowering School Leaders

A Breakthrough Study on Proficiency Levels in the Philippine Professional Standards for School Heads

Dr. Wilson C. Calvo's seminal basic research, "Proficiency Level of School Heads in the Philippine Professional Standards for School Heads (PPSSH) of Bayugan City Division," stands as a crucial contribution to understanding educational leadership in the region. This pioneering study meticulously assessed how school leaders in Bayugan City measure up against the stringent Philippine Professional Standards for School Heads (PPSSH), a framework designed to elevate school leadership and management across the Philippines. By examining proficiency across vital domains like instructional leadership—which focuses on improving teaching and learning—and broader school culture and management, the research provides a foundational understanding of current leadership capabilities.



The study yielded significant findings, offering a comprehensive snapshot of school heads' strengths and, importantly, pinpointing specific areas ripe for improvement. This detailed analysis is invaluable for the Department of Education in Bayugan City, as it directly informs the creation of targeted capacity-building programs and interventions. Rather than a one-size-fits-all approach, the research allows for the development of highly customized professional development initiatives that address the precise needs identified among school leaders, ensuring resources are allocated effectively for maximum impact on educational quality.

Beyond its immediate practical applications in Bayugan City, Dr. Calvo's work significantly enriches the broader academic discourse on educational leadership. By identifying key areas for development, the study empowers school administrators to proactively focus on building their skills and competencies. This not only fosters their individual professional growth but, more critically, contributes to a sustained enhancement in the overall quality of education delivered to learners in Bayugan City and, by extension, the wider Philippine educational landscape.



THE IMPACT OF THIS STUDY WAS MULTIFACETED:



The research significantly contributed to **informed policy**, directly shaping the development of programs designed to enhance school leadership and management. Its findings were crucial for **capacity building**, guiding the creation of targeted initiatives that empowered school heads to address specific areas needing improvement. Ultimately, by strengthening school leadership, the study played a vital role in **improving student outcomes**, leading to better academic performance and a more supportive learning environment.

This study precisely determines the proficiency level of school administrators against the rigorous Philippine Professional Standards for School Heads (PPSSH). By establishing these levels, it provides higher management with the crucial data needed to strategically plan and implement targeted development and support programs. This understanding is key to identifying exactly where school heads need to enhance their proficiency across the various domains of the PPSSH.



The research goes further by evaluating specific deficiencies within each domain and strand of the PPSSH. For instance, while the highest career stages often demonstrate effective management of school operations, areas like strategic leadership might show the lowest scores, indicating specific needs for improvement. Understanding these career stages and addressing the identified development needs will empower school heads to excel in their roles, ultimately contributing to a higher quality of education in Bayugan City.



This success story highlights the significance of Dr. Wilson C. Calvo's research in shaping the future of educational leadership in the Philippines. By shedding light on the proficiency levels of school heads, this study has paved the way for a more effective and efficient education system, ultimately benefiting students, teachers, and the broader community.

Proficiency Level of School Heads in the Philippine Professional
Standards for School Heads (PPSSH)
A Basic Research

WILSON C. CALVO, Ph.D.
Chief Education Supervisor, SGOD

Field Notes: Teacher-Made Work Text, A Tool to Enhance Research Skills of SHS Students

The implementation of the K to 12 program has promoted Filipino learners at a global competency level, with course works that will better prepare learners for the demands of this international market, with the inclusion of competencies and different tracks from Academic, Technical-Vocational and Livelihood, and Sports and Arts strands. Moreover, research is appropriately included in the K to 12 curriculum, which aims to develop their critical thinking and problem-solving skills.

Yet, teaching Practical Research in the senior high school has been mostly a challenge, especially by those who are deeply engaged with the subject at the onset the implementation of the K to 12 curriculum.

In Bislig City Division, actual data shows low percentage scores, and even grade turnout for the subject. Most of the clamor came from the limited resources and instructional materials appropriate for the senior high school learners.

In 2017, during the 2nd year of implementation of the K to 12 program, a TVL school in Bislig City Division initiated and conducted an action research to pilot test a worktext for Practical Research I subject.

Study title: **Teacher-made Work Text: A Tool to Enhance Research Skills of SHS Students**
Proponents: **Teresa May A. Mundiz, T III | Irene G. Ajoc, PhD, EPS**

Yet, is conducting research *just research?*

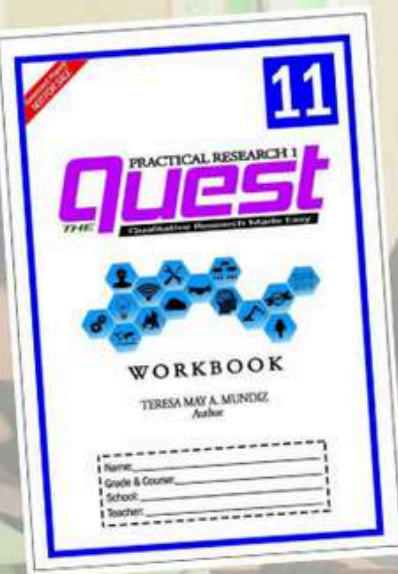
It is remarkable to note that through the Work-text, the demand of the subject that the learners will come up with their own researches has been achieved. In fact, through the worktext, senior high school students have been able to come up with their research step-by-step. A number of senior high schools in the division have made use of the worktext as a supplement of the subject.

Aside from **Stand Alone Senior High School, Lawigan National High School, San Vicente National High School, and Sikahoy National High School** have shared their utilization of the worktext in the subject in the previous school years.



BISLIG PAGE 4

The efforts of then-SDO Bislig City SHS Coordinator, EPS Ajoc, has also led to the development of a Practical Research 2 Module (The SEEK).



Years after the conduct of the action research, it has remained a primary learning resource in the Division even during the pandemic time. The subjects Practical Research 1 and 2 may still pose a challenge for students to hurdle in the senior high school. But, it has transcend from being obscure, to something of valuable to the growth of our learners.

Teresa May A. Mundiz-Laquihon | Researcher

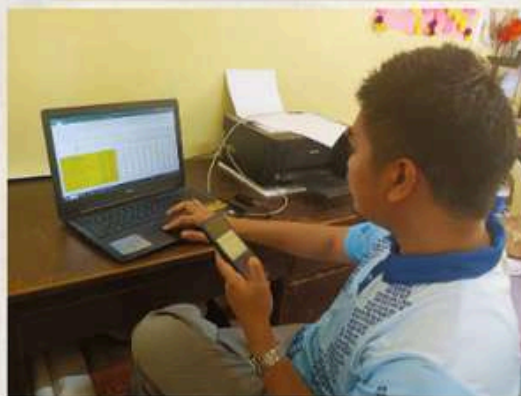
EFFICIENCY

SOLUTION THROUGH EXCEL AUTOMATION



When challenges push the limits of tradition, innovation answers the call. Faced with the overwhelming task of manually preparing School Forms 9 and 10—often delayed by late grade submissions and tight school calendars—teachers at Cabadbaran City National High School took matters into their own hands. The result? ASFEG: the Automated School Form Excel Generator—a homegrown solution born not just out of necessity, but out of a deep commitment to efficiency, accuracy, and teacher empowerment.

Basic Excel skills needed



Challenges demand innovation in work processes—this is the very reason behind the development of the Automated School Forms Excel Generator (ASFEG). The manual preparation of school forms 9 and 10 is both tedious and time-consuming for teachers. Delays in grade submissions by subject teachers often cause class advisers to miss scheduled Parents' Day outlined in school calendar. ASFEG was developed to ease these burdens and streamline process.

Over time of utilizing the ASFEG, class advisers report inconsistencies to refine the tool by correcting errors and enhancing its features, making it more user-friendly and efficient for preparing school forms using Excel. It was modified to serve as a more efficient tool for preparing School Forms 9 and 10 for over a thousand Senior High School students every school year, encompassing 17 subjects or learning areas per grade level. Teachers from other schools in Cabadbaran City have also utilized the innovation, which was later adopted by all senior high schools in the Division.

Cabadbaran City National High School has been utilizing ASFEG since 2020, at the height of the pandemic—well ahead of similar innovations that later appeared on social media for sale at ₱200 or more. This early adoption highlights the school's proactive approach to problem-solving and commitment to developing in-house solutions tailored to the needs of its teachers and learners.



User-friendly innovation

As a result, most class advisers are now able to conduct Parents' Day activities with School Form 9 (grade card report) ready on the scheduled dates, with all sessions occurring within the designated month based on the school calendar of activities. This timely conduct has also enabled Grade 12 advisers to promptly release temporary grade card, which are essential for students applying to colleges or scholarships before the school year ends.

The innovation has also greatly helped newly assigned class advisers, even newly hired teachers, and substitute teachers who are given advisory class. Even those with only basic Excel skills find the system easy to use, allowing them to complete their tasks with ease and efficiency. This accessibility not only boosts teacher confidence but also significantly improves productivity in fulfilling this essential and indispensable administrative responsibility: the accurate and timely preparation of students' permanent academic records.

Research Title:

AUTOMATED SCHOOL FORM EXCEL GENERATOR (ASFEG) AS AN EFFICIENT MECHANISM FOR TEACHERS IN PREPARATION OF SCHOOL FORMS 9 AND 10 OF SENIOR HIGH SCHOOL LEARNERS

DID YOU KNOW?

School Form 9 is a standardized report card crucial for senior high school students, especially those aiming for tertiary education scholarships like the CHED UniFAST or private academic grants.



Accurate data validated during School Forms checking



On - time conduct of Parent's Day

Research Proponents:

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Teacher III
Cabadbaran City National High School
SDO Cabadbaran City

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School Governance & Operations Division
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START TO READ, READ TO SUCCEED:

The VRL Initiative for Young Learners



"Empowering beginning readers through innovative video instruction—VRL leads Cabadbaran City's leap towards foundational literacy."



This photo captures a typical VRL session in action: children, gathered eagerly around a monitor, follow a structured lesson on the "Marungko Approach" that introduces letter names and sounds. This setup, once a novel sight, has become a regular part of instruction in schools like Antonio Luna Elementary School, where teachers have embraced technology as a partner in teaching.

In a vibrant and colorful classroom in Cabadbaran City, young learners sit attentively, eyes fixed on a screen that beams an engaging and contextualized reading lesson. This is not just any classroom moment—it is a glimpse into the transformative power of the Video Reading Lessons (VRLs), a groundbreaking initiative led by Cabadbaran City Division.

Amid challenges in foundational literacy, particularly among Grade 1 pupils, the VRL initiative emerged as a beacon of hope. This action-research-driven approach, designed with the local context in mind, brought accessible, engaging, and developmentally appropriate video instruction into the hands of students, teachers, and even parents. These VRLs focused on critical early reading skills—letter recognition, phonemic awareness, and word decoding—integrated into lessons that were fun, interactive, and easy to follow.

The success story goes beyond the classroom as teacher works closely with a young child, blending the VRL method with one-on-one reinforcement. This personal touch ensures that struggling readers receive the support they need, building both confidence and competence in reading.

In the photos tell another side of the story—one of joy, empowerment, and progress. The VRLs not only improved Phil-IRI test results and reduced the number of struggling readers but also built a community of learners who are confident and excited about reading. These pupils proudly hold up tokens, symbolic of their accomplishments and the supportive environment that helped them get there.

Parents, too, became active stakeholders in this initiative. With VRLs available for home viewing, families found new ways to bond over learning. Many parents shared how the videos gave them a structured tool to support their children's reading at home—something that was previously difficult without formal training. The videos also eased the pressure off teachers, giving them more time for lesson planning, individualized instruction, and other responsibilities.

Perhaps the most remarkable achievement of the VRL initiative lies in its ability to reduce anxiety and foster a positive learning environment. In classrooms once challenged by limited resources and high learner diversity, the VRLs created an inclusive space where students could learn at their own pace, repeat lessons when needed, and feel safe making mistakes.

Through this innovative, locally-led solution, Cabadbaran City has not only boosted literacy rates but has redefined how learning can happen—**equipping its youngest learners with the foundational skills they need to succeed, one video lesson at a time.**

Research Proponent:

Leah A. Orquina

Master Teacher I

Antonio Luna Elementary School

SDO Cabadbaran City

Research Title: VIDEO READING LESSONS (VRL): STRATEGY FOR BEGINNING READERS IN CABADBARAN CITY DIVISION



These "big books" became indispensable tools for lessons (Nurani & Mahendra, 2019), with some educators even utilizing them through Radio-based Instruction. The localized stories also found their way into crafting Learning Activity Sheets (LAS) for Grade One.



The results illuminated a path forward. Implementing localized stories significantly elevated students' reading levels, particularly those who had struggled with frustration and instructional challenges (Umayá et al., 2017).

This revelation underscored the profound impact of using the mother tongue as a foundation for instruction, providing struggling readers with a sturdy platform for learning and helping reduce dropout rates, contributing to the Education for All program.

However, the researchers' commitment remained strong. They remained dedicated to sustainability, as elementary schools across Albor I District enthusiastically adopted the intervention, welcoming a world of reading through localized stories.

Throughout this journey, the progress of young readers received careful nurturing and monitoring. School administrators, master teachers, and educational program supervisors joined hands during School Learning Action Cell

SLAC) sessions, fostering collaborative discussions to enhance the intervention and overcome challenges.

The impact of localized stories extended beyond the school walls. They became catalysts for change during reading literacy campaigns and School Parents Assistance in Reading Effectiveness (SPARE) Seminars. The community embraced the reading program, with barangay officials offering "Pabasa sa Barangay" (Community Reading Sessions).

Above all, through this research, the researchers were invited to the **Research O'clock Forum** in Manila to present their findings, contributing to their professional growth. Ultimately, the commitment to discovering ways to create a brighter future for the youth remains unwavering as researchers who educate, shape minds, and mold destinies, leaving an enduring legacy for generations to come.

Our dedication to research and education ignites the flame of knowledge that will continue to light the path for future generations, ensuring a brighter, more promising tomorrow. Arthur Ashe once said, "From what we get, we can make a living; what we give, however, makes a life." It emphasizes the importance of education and how it can help individuals make a living. Still, it is the knowledge they give back to society that genuinely makes a difference.



Writers/Researchers: Adelyn P. Espina, MT III,
Mariafe Flor M. Jacquez, T II
Christopher D. Balatero, MT II,
Albor CES, Dinagat Islands Division

UNLOCKING THE POWER OF WORDS:

A Journey into Early Literacy and Mother Tongue Magic

"At Albor Central Elementary School, a quiet crisis was unfolding in the Grade I classrooms — a wave of young learners stood at the threshold of reading, yet many were unprepared to take their first steps. Their eyes held curiosity, but the words on the page remained just symbols, sparking an urgent call to action."

In the picturesque setting of Dinagat Islands, nestled within the Caraga Region, the lingua franca, Sinugbuanong Binisaya, shaped the educational landscape. Teachers, dedicated to nurturing young minds, had turned to the resources provided by the Department of Education, primarily in Sinugbuanong Binisaya, to guide their learners on the path to literacy.

However, as with any noble endeavor, there were obstacles to overcome. The teachers encountered a formidable challenge in implementing the Mother Tongue Multilingual Education (MTB-MLE) program, primarily due to intricate dialectal variations within the Libjoanon dialect — unique to their locality. In this linguistic tapestry, a single word, "Kaka" held different



meanings; in Cebuano, it signified "lawá", a spider, while in ibjo, it represented a small boat, a "Pumpboat," vital for fishing.

Recognizing the urgent need for a localized intervention, a dedicated group of researchers embarked on a transformative mission to enhance reading literacy among Grade One pupils. Their goal: to craft culturally relevant and linguistically appropriate stories rooted in Libjoanon identity, meticulously aligned with Grade One learning competencies.

These stories, encapsulated within "big books," underwent rigorous validation by experts and thorough field testing to ensure their effectiveness. The researchers unveiled a remarkable discovery through a series of pretest to post-test evaluations, T-test, and insightful focus group discussions. Grade One teachers expressed enthusiasm, hailing the localized stories as a ray of hope.



Data Meets Vision

The study behind the GAMI implementation didn't just rely on observation—it used solid data to back its claims. Statistical tools like the Wilcoxon Signed Rank test and Pearson correlation confirmed what teachers were seeing every day: a significant improvement in both knowledge and attitude, and a strong relationship between the two.

When students enjoy learning, they learn more deeply. When they feel confident, they perform better. GAMI proves that when teaching touches both the head and the heart, growth follows.

This story is more than a research report—it's a call to action. A call for teachers to be bold, be creative, and be human in their teaching. To dare to make learning fun again. To make communication less of a requirement and more of a journey.

The Lasting Message

This story began with a question: How do we get students to speak?

The answer, it turns out, was not just in teaching, but in reaching—through games, stories, collaboration, and care.

The GAMI Strategy reminds us of one powerful truth: When classrooms become safe spaces for expression, students don't just speak—they shine. And in a world that needs more thoughtful, expressive, and empowered voices, that makes all the difference.



Writer/Researcher: Rucien Willa A. Galinato, PhD
Education Program Supervisor-English
Schools Division of Dinagat Islands
Research Title: Using GAMI Communicative
Teaching Strategy in Oral Communication in
Context

The GAMI manuscript is officially turned over by the researcher to the DepEd SDO-Dinagat Islands top management—a meaningful step toward sharing the research and empowering other schools to adopt the strategy.

Disaster Preparedness in Schools

A COUNTERMEASURE FOR THE ILL-EFFECTS OF QUAKES

Ronald Allan A. Arcayera, PhD, EdD
Principal I, Anomar National High School
SDO Surigao City

Sometimes, the loudest alarm is not the one that can be heard through phones, but also in school that clearly reminds us to prepare in whatever disasters that might occur.

In a research titled Awareness of Parents of Surigao City National High School (SCNHS) Students on Earthquake Preparedness: Basis for the Formulation of School-Community Preparedness Plan, the need to prepare learners, teachers, parents, and stakeholders during disasters is vital to ensure the safety and protection of every vulnerable individual. The school as a Gawad Kalasag Awardee in the Caraga Region from 2015-2017 showed excellence on the implementation of disaster risk reduction management with improved indicators on enabling environment, safe learning facilities, school disaster risk management, and disaster risk reduction in education.

Motivated to strengthen the pillars of DRRM, the research further showed awareness among parents on the basic understanding on pre, during, and post-earthquake preparedness. Parents as participants received various forms of education during disaster occurrence like knowing the emergency numbers of local agencies, understanding the evacuation plan and center, executing the Duck-Cover-Hold strategy, avoiding heavy equipment/things, and using the first-aid kits.

Using the mixed method where both quantitative and qualitative techniques were combined, results supported in proposing ways to equip individuals in school to prepare the Big One. The 2017 quake as experienced by majority of the Surigaonons prompted this research as this intensifies resilience and psychological debriefing to ensure continuity of learning in spite the calamity.





The findings were clear. As a result of coordination with teachers, learners, parents, and other community stakeholders, the school was able to (a) coordinate with the Barangay Disaster Risk Reduction Council members on the proper training regarding disaster management; (b) develop activities like disaster awareness and risk reduction, mock drills, first-aid training, training on fire-safety and other response skills; (c) intensify the earthquake preparedness plan to develop a well-informed and resilient environment during quarterly drills; and (d) develop policies to address the need for urgent decision making and strategies between the barangay and school as a useful supplement to the overall educational process of disaster education.

Different activities were conducted by the school to realize the School-Community Preparedness Plan. The plan sought to educate the students and parents on earthquake preparedness and to showcase the school's capability on response, resilience and excellence in DRRM. Its success relied heavily on the teachers' primary action on preparedness like #PAGYANIG CHALLENGE which is done annually by the NDRRMC with the support of schools and other agencies.



The research gained popularity during the 2018 Caraga Regional Research Congress which the author was awarded as one of the Top 5 Best Presenters at LMX Convention Butuan City. It was also presented during the 2018 Conference of Basic Education Researchers Southeast Asia Dela Salle University at Dasmaringas City last November 27-29, 2018.



Blueprints of Change:

HOW RESEARCH IS REBUILDING EDUCATION AFTER A STORM

When Super Typhoon Odette tore through Surigao City in 2021, the destruction went beyond damaged buildings and uprooted lives—it disrupted learning. School libraries and learning resource centers were left in ruins, depriving thousands of students of the materials essential for their education. In the aftermath, one critical question emerged: how can education systems ensure that learning continues, even after a crisis? This question became the focus of a research initiative aimed at assessing the availability and accessibility of learning resources in the city's schools, to inform more resilient and inclusive educational planning.

The study, [Assessment of the Learning Resource Availability and Accessibility: Basis for Contextualized Technical Assessment Plan](#), was conducted by Dr. Venus M. Alboruto, Education Program Supervisor for the Learning Resource Management and Development Section of DepEd Surigao City. Motivated by the urgent need to rebuild educational capacity, the research sought to analyze not just the supply of learning materials, but the systems and challenges behind their distribution and use.

Using the SWOT analysis framework, the study involved extensive data gathering from teachers and administrators. While online surveys were initially planned, limited internet connectivity—especially in remote areas—posed a challenge. To ensure inclusivity and more accurate data representation, printed survey forms were used to reach participants who otherwise would have been excluded.



Speaking with Confidence: **THE GAMI STRATEGY STORY**

"In a small classroom at DREESMNHS, something powerful was brewing—not just conversations, but confidence."

The challenge was familiar to many educators across the country: how to get students not just to speak, but to want to speak—to speak with clarity, conviction, and confidence.

In the subject Oral Communication in Context, students often understand the importance of speaking well. But understanding is not enough. They need to feel safe, supported, and inspired to use their voice. That's when a bold, innovative approach stepped in: the GAMI Communicative Teaching Strategy.

GAMI—short for Gamification, Authentic learning experiences, Multimedia integration and ICT utilization—is more than a method. It's an experience. It transforms ordinary lessons into active, collaborative, and joyful learning environments. It helps students speak without fear, participate without pressure, and engage with purpose.

The Journey: From Silence to Self-Expression

In School Year 2017–2018, the GAMI strategy was introduced to 66 Grade 11–HUMSS students. The impact was immediate and undeniable.

Before the intervention, students' grasp of the content in Oral Communication was below expectations. But something promising was already there—their attitude. The students were hopeful, eager to learn, and willing to try. All they needed was a push in the right direction.

After the GAMI experience, the shift was profound. Content knowledge scores improved from "needs improvement" to "satisfactory", and attitudes soared to a very positive level. Students began to enjoy learning the subject. They weren't just speaking—they were speaking up, speaking out, and speaking like they mattered.



Inside DREESMNHS GAMI classrooms—where the communicative strategy was not only tested, but proven effective in transforming how students learn and express themselves.



The findings painted a complex picture. While most materials were aligned with curriculum requirements, there were clear barriers to access, particularly in geographically isolated and disadvantaged areas. Internet instability, limited digital competencies among teachers, and lack of basic infrastructure prevented consistent use of learning materials—especially in their digital formats. The research also identified untapped opportunities such as increased parental involvement, stronger school-community partnerships, and potential NGO collaborations.

Rather than ending with analysis, the research led to concrete action. It paved the way for Project SCORER (Surigao City Online Repository of Educational Resources), a local digital platform that centralized learning resources to improve access, even in remote areas. It also informed data-driven training programs, equipping teachers with skills to use digital, printed, and non-printed resources more effectively. Additionally, the division expanded its collection of localized, digitized, and offline-accessible materials to reach all learners.

The study gained international recognition when it was presented at the International Conference on Research and Innovations in Bali, Indonesia, in May 2025, where the researcher was awarded as Best Oral Presenter.

What began as a crisis response has become a model for education recovery through research. By turning data into action, Surigao City has rebuilt not just its resources—but the future of its learners.

RESEARCHER'S PROFILE

Dr. Venus M. Alboruto is a multi-awarded educator, researcher, and education leader currently serving as the Education Program Supervisor for the Learning Resource Management and Development Section at the Department of Education – Division of Surigao City. With more than two decades of dedicated service in the public education sector, she is widely recognized for her innovations that promote inclusive, data-driven, and learner-centered education.



For Dr. Alboruto, the crisis became a calling: "Education doesn't stop when the winds die down," she said. "That's when we rebuild—not just structures, but systems."



VISUAL VOICES:

TEACHING THE UNSPOKEN THROUGH VIDEO-AIDED APPROACH

The COVID-19 pandemic brought unprecedented disruptions to education, prompting a rapid shift to distance learning across the country. To ensure continued instruction, the Department of Education adopted modular printed materials as the primary learning modality. However, while this strategy addressed general needs, it also highlighted significant challenges for students with disabilities, particularly deaf and hard-of-hearing learners who require visual and linguistic accommodations to succeed.

At Dapa National High School, the situation sparked a proactive response to bridge this gap. Recognizing the limitations of printed modules for hearing-impaired students, the school launched a project integrating video-aided real-time captioning into its distance learning program. This initiative aimed to provide equitable, accessible education to Grade 9 students, particularly those in the John Dalton section.

The implementation of this technology had a measurable impact. Learners who used video-aided real-time captioning showed significant improvements in comprehension and retention, as reflected in their post-test scores. The synchronized captions and video explanations helped clarify complex ideas, allowing students to process lessons more effectively.

Beyond academic performance, students also reported greater enthusiasm and confidence in participating in class activities. One Grade 9 learner shared, "With the captions, I don't miss any information. It's like having a teacher explain things clearly to me, even when I'm home."

This testimony highlights how inclusive tools can empower students, increase independence, and foster a love for learning.

Teachers at Dapa National High School also observed positive outcomes. They noted improved communication during synchronous virtual classes and utilized captioned videos as instructional aids during reviews and one-on-one consultations. Optimizing its key benefits such as **real-time interaction, enhanced accessibility, and meaningful engagement**, the integration of this tool in instruction enabled educators to deliver interactive lessons, enhancing engagement for all learners, regardless of location or hearing ability.

The success of the project at Dapa National High School underscores the broader importance of inclusive education—especially in times of crisis.

Dapa National High School's integration of video-aided real-time captioning has proven to be a transformative step toward inclusive education. It not only addressed learning gaps caused by the pandemic but also laid the groundwork for long-term, equitable practices that ensure no learner is left behind. The school's experience affirms that accessible education is not just a legal mandate—it's a moral and professional commitment to empower every learner, regardless of ability.





sent to students in order to facilitate self-regulated studies



Learning *in* MOTION

At Dapa National High School, the implementation of inclusive distance learning was greatly strengthened through the personal handover of learning materials to learners with hearing disabilities. Recognizing the unique needs of deaf and hard-of-hearing students, the school developed a system where printed modules, tablets, and video lessons with real-time captioning were distributed directly to learners with the active participation of their parents. This strategy ensured that students received not only the tools necessary for learning but also the guidance and encouragement required to succeed in a home-based learning environment.

The successful integration and utilization of video-aided real-time captioning under the Inclusive Education Program of Dapa National High School has played a transformative role in promoting and retaining learners with hearing disabilities, ultimately enabling them to complete their junior high school education. This initiative, launched in response to the challenges of distance learning during the COVID-19 pandemic, provided deaf and hard-of-hearing students with accessible and engaging instructional content. By embedding real-time captions in video lessons, the school ensured that these learners could fully comprehend and interact with the curriculum, bridging the communication gap that often hinders their academic progress. Through consistent support from teachers, customized learning materials, and the active involvement of parents, learners were able to maintain regular participation, complete academic requirements, and gain confidence in their abilities.

Remote Learning beyond the Four Corners of the Classroom for Students with Special Needs using Video-Aided Real Time Captioning in Learning Circulatory and Respiratory System
Research Title

RESEARCHER'S PROFILE

AISSA D. IJAPON, PhD, is currently the School Principal of Mam-on Primary School and La Januza Elementary School located in the most secluded islands of Siargao. She served Dapa National High School for several years, having accomplished strides in curriculum and instruction and developed innovations responsive to the needs of learners.





Leading at the Edge:

Unveiling Leadership in the Margins — The Journey of Island School Heads in Siargao

In the far-flung islands of Siargao, where waves crash harder than signals and supplies arrive slower than the tides, leadership is not a title—it's a lifeline.

This is where a group of impassioned researchers launched their journey—not just into the realm of academic inquiry, but into the untold stories of school heads who serve with quiet strength in the most isolated schools of the archipelago.

Their research did not begin in a lab or a lecture hall—it began with a keen observation: that in these island schools, leadership looks different. It's hands-on, heart-led, and deeply rooted in community. And yet, the voices of these leaders remained largely unheard—until now.

Armed with a descriptive phenomenological lens, the researchers set sail on a qualitative voyage. Their mission? To give voice to those who lead not with microphones, but with megaphones of resilience, compassion, and cultural wisdom. Guided by a grand tour question and a trio of targeted inquiries, the study sought to uncover the leadership practices, personal and professional attributes, and emerging themes that shape the island school experience.

Their method was as immersive as the island life itself—direct observation brought them face-to-face with the unique classroom realities; in-depth interviews revealed the emotional cadence behind decisions and strategies; and document reviews stitched narratives into a broader context. All of this was held together by triangulation, the trusted compass that ensured the research never drifted too far from authenticity.

What surfaced was a constellation of themes—**collaboration, cultural sensitivity, camaraderie, capacity-building, clarity and transparency, community-based engagement, and continuous improvement**. These weren't just academic categories; they were the very lifeblood of leadership in Siargao's schools. They told of school heads who didn't just manage institutions but nurtured ecosystems, blending administrative acumen with cultural humility and an unshakable dedication to their communities.

This research did more than report findings—it revealed truths. It pulled back the curtain on leadership often overshadowed by mainland models and reminded us that great leadership doesn't always echo loudly—it sometimes whispers across ocean winds and school corridors lined with grit and grace.

Ultimately, the study became a tribute—to the educators who lead from the edges, who build bridges in boats, who measure progress not just in test scores but in trust, belonging, and transformation. It's a call to educators, policymakers, and fellow researchers alike: to listen harder, to look further, and to recognize the quiet revolutions unfolding in the remotest schools of our nation.

Because sometimes, the most powerful stories aren't shouted—they're *lived, endured, and finally, heard*.

Transcending Boundaries:

Successes of Island School Heads



The study's success lies in its ability to illuminate a leadership narrative that is often marginalized in mainstream educational research. Island school heads operate under circumstances that demand not only managerial acumen but also resilience, cultural sensitivity, and creativity. By capturing their voices and distilling their experiences into actionable themes, the research did more than document—it validated, empowered, and inspired.

One of the most compelling aspects of the study was its capacity to show that even in remote areas, exemplary leadership practices flourish. The school heads, despite limited resources, demonstrated strong community ties, adaptive learning, and an unwavering commitment to excellence. These findings resonated deeply with educational stakeholders and affirmed the significance of context-based leadership.

The study also stood out methodologically. The effective use of triangulation and purposive sampling ensured credibility and authenticity, while the thematic analysis yielded insights that were both theoretical and practical—a rare and valuable balance in qualitative research.

Surfing for Excellence:

Transforming Practices and Shaping Responsive School Governance



The research made a significant impact on educational leadership, policy development, and qualitative inquiry. It provided a practical leadership framework for school heads in island schools, highlighting themes such as collaboration, capacity-building, and community engagement—offering actionable strategies for effective and context-responsive leadership.

At the policy level, it underscored the need for targeted training and support for leaders in geographically isolated areas, advocating for greater recognition and investment in their development.

The study also paved the way for future research by encouraging replication in broader contexts to validate and deepen its findings. Academically, it enriched phenomenological literature by demonstrating the power of qualitative methods in capturing complex leadership experiences.

Overall, the research stands as a vital tool for shaping practice, informing policy, and advancing scholarly discourse in educational leadership.

Braving the Waves: The Lived Experiences of School Heads assigned in Island Schools

Research Title

RESEARCHERS' PROFILE



FERNANDO A. DONES, JR, PhD, CESE is currently the Education Program Supervisor in Araling Panlipunan in DepEd Schools Division of Siargao. His extensive experience in management and supervision and research has made him the 2024 Outstanding Education Program Supervisor in the Bulawanong Sulo Awards.



REGEMIE A. ALBURO, PhD, a Public Schools District Supervisor in DepEd Schools Division of Siargao, is also a visiting postgraduate educator at St. Paul University-Surigao. She was awarded as Outstanding Non-Teaching Personnel (Level II) in the 2021 Bulawanong Sulo Awards.



GEMMA L. OCON, a Public Schools District Supervisor (Ret.) in DepEd Schools Division of Siargao, is a seasoned educator with an extensive experience in teaching, school administration, and instructional supervision. She endeavored in creating lasting impact in education in the SDO.



Sounding Out Success: A Targeted Reading Intervention That Closed the Gap

Words on a page, but no meaning. Confusion in their eyes. Frustration in their voices. Grade 7 learners—lost in the maze of English. Letters that lie. Rules that twist. Teachers push. Learners resist. But then, A shift. A sound. A spark. The Sound-Out-Approach. Simple. Structured. Strong. And suddenly...

**They read.
They understand.
They believe.**

Over the years, classrooms have echoed with the voices of Grade 7 learners struggling at a frustration level, grappling with the complexities of oral reading and comprehension skills which have been a persistent challenge faced by English teachers in promoting reading proficiency. This struggle is rooted not only in limited background of knowledge but also in the irregularities of the English language itself. An alphabet doesn't always say "what it sees"—a reality that has made English one of the most challenging languages to learn. But a transformation has quietly been making waves in the school, empowering learners through a surprisingly simple yet powerful tool: the Sound-Out-Approach.



For the English teachers, the journey of implementing the Approach has been less about changing how they teach and more about rediscovering the transformative power of language. They have reported a remarkable shift in student engagement and progress when struggling readers are encouraged to sound out words instead of relying on guessing or memorization.



Before using the Sound-Out-Approach, our struggling readers were scared and lack confidence to read aloud. It started with simple consonant-vowel-consonant words and gradually advancing to more complex structures. Through consistent practice, Grade 7 learners who were once reading at a frustration level began to recognize the rhythms and rules embedded in the English language, unlocking their ability to decode words more confidently and read with greater understanding. The activities implemented in the intervention were enjoyable and entertaining, transforming learning into an exhilarating experience instead of a chore. Students sang the alphabet in unison, engaged in interactive sound games, and searched for letters during a scavenger hunt.



Over the weeks, the change became increasingly apparent. Students who had previously found it difficult to identify the letters of the alphabet or read simple words can now enthusiastically read aloud. English Teachers observed smiles on the faces of students who had formerly feared reading time. The previously Grade 7 learners under frustration level and uninterested students started arriving to class early, eager to participate in reading activities. The Sound-Out-Approach, grounded in evidence-based practices, evolved into more than a teaching strategy—it transformed into a beacon of hope for students who previously felt that reading was unattainable for them.

Now, they read unfamiliar words with fluency rather than fear. It's like watching them unlock a code and they're the ones holding the key



One of the most powerful impacts of the Sound Out Approach lies in its accessibility— a method that meets learners where they are, regardless of their reading background or challenges. The approach empowers even the most struggling readers to build confidence and competence in decoding text. Using the Sound-Out -Approach displayed greater proficiency in reading with fluency and comprehension within just six months. The reading strategy proved especially effective for Grade 7 students who had previously fallen behind.

Phonics made sense to our struggling readers in a way that traditional reading never did, Sound-Out-Approach gave them tools they could use. Our Grade 7 struggling readers began to see reading as something they can control. That sense of empowerment fosters a positive cycle, confidence leads to more reading, which leads to greater fluency and, ultimately, a love of reading.

As educational practices continue to develop, the road ahead of the Sound Out Approach offers a realistic perspective, effective strategy in a noisy world of digital distractions and instant satisfaction can bridge learning gaps and pave the way for lifelong literacy success and that the journey speaks for itself. The Sound-Out-Approach isn't just an approach, it's a movement, turning hesitant readers into confident communicators.

Using Sound-Out-Approach to Develop the Word Recognition Skill of Grade 7 Students

Researchers:

Jonnavit D. Lerio – Teacher III

Renalyn B. Juanite – Teacher III

Surigao del Norte National High School



IGNITING THE READERS WITHIN: *Breaking through Barriers*



The core of our success lies in the impactful synergy between school and community. As we embarked on a one-month journey through the less travelled road of hope, we have seen the passion in our participants' eyes to read and master the techniques of reading using graphic organizers, proving that even the pandemic cannot diminish the hope within them.

This interest grew into one school year of committed community-based research and reading activities as we collaborated with five barangays of the Municipality of Sison such as Barangay San Pedro, San Pablo, Mabuhay, San Isidro and Tagbayani resulting in a breakthrough that could change our methods and understanding of reading.



A breakthrough.

A new chapter.

Reading, reimagined.

For years, comprehension was a battle. Words on a page. Meaning lost. Grade 7 students left behind. A tool emerged—Graphic Organizers. Simple. Visual. Powerful.

As researchers, we embarked on our complex exploration of reading with the aim of tackling the low comprehension skills of Grade 7 students, enabling them to independently understand their reading material through the use of graphic organizers. A powerful drive to make a marked difference among the learners.

After just one month of consistent reading activities, a powerful trend emerged from post-test results: students showed marked improvement in their reading comprehension scores. At the heart of this development was the strategic use of graphic organizers—a simple yet impactful tool that has proven its worth in reshaping how students engage with texts.

...AND THE JOURNEY
CONTINUES.

*Fueled by passion,
DRIVEN BY PURPOSE,
and destined for
lifelong literacy.*



Every journey worth taking comes with its share of roadblocks, and for a group of researchers in Surigao del Norte, the path to uplifting literacy standards was no exception. Their study, aimed at boosting reading comprehension among students, hit a financial snag early on when their application for BERF funding was denied. Without the necessary resources to purchase materials or cover operational expenses, it seemed the project might stall before it ever truly began.

But where funding failed, community spirit flourished. Determined not to let the lack of finances define their mission, the team found support in unexpected places. Retired educators stepped in, generously covering daily transportation expenses out of their own pockets. At the same time, the Local Government Unit (LGU) of Sison offered crucial assistance by providing food packs for the program participants—a gesture that underscored the broader community's commitment to education.

Support also came from within the school system. The principal of the partner school opened up access to the school's printers and contributed essential supplies for the printing of reading materials. These resources became the backbone of the initiative, enabling the researchers to deliver reading modules and supplementary activities directly to students—tools that would otherwise have remained out of reach.

Despite the initial challenges, the researchers pressed forward, fueled by a belief in the long-term impact of their work. For them, the effort wasn't just about finishing a study—it was about igniting change. They hope that this initiative will not be shelved or forgotten, but rather seen as a stepping stone toward greater literacy efforts in the region and beyond. Looking ahead, the researchers envision a ripple effect. What began as a small-scale effort to improve reading outcomes in Surigao del Norte could inspire similar programs in other communities. Their hope is clear: that through collaboration and dedication, literacy will continue to rise, opening doors for countless young minds across the nation.

**Using Graphic Organizers to Improve
the Comprehension Skill of Grade 7
Students in an Expository Text
Researchers:**

Leonadell O. Cabag-iran, PhD.

Anna Lou A. Pijoto, MA

Kimberly O. Balusca

Toledo S. Pantilo Sr. Memorial National
High School

Schools Division of Surigao del Norte





LAHUTAY TUNGHA PROGRAM

"Kaniadto, adunay mga adlaw nga moeskwela kami nga walay sulod ang among tiyan. Salamat gayud nga adunay ing-ani nga programa – ang Lahutay Tungha Program. Salamat sa inyong pagsemento sa among lubak-lubak na mga pangandoy (We often went to school on an empty stomach, so we are truly grateful for this program – the Lahutay Tungha Program. Thank you for paving the pothole-ridden path toward achieving our dreams)," said Aicel O. Alameda, a Grade 9 student and one of the beneficiaries of the Lahutay Tungha Program during its pilot testing in SY 2023–2024.

Aicel's Story: From Empty Stomachs to Full Hearts

There was a time when going to school felt like climbing a mountain barefoot.

For Aicel O. Alameda, a Grade 9 student in Surigao del Sur, mornings often began with the sound of her stomach growling. Her family, like many others in her community, struggled to make ends meet. There were days when she walked to school with nothing but determination in her pocket—no breakfast, no lunch, just the hope that education might one day change her life.

"I remember sitting in class, trying to concentrate while my stomach ached," Aicel shared. "Sometimes, I felt like giving up. But I held on."

Then came the Lahutay Tungha Program.

Launched in school year 2023–2024, the program was designed to support learners like Aicel—those at risk of dropping out due to poverty, distance, and hunger. For her, it was more than just a school initiative. It was a lifeline.

Suddenly, things began to change. Aicel no longer had to walk long distances without food. The program provided free transportation, a daily school-based feeding program, and even a kilo of rice to take home each day—a gesture that helped her family and kept her in school.



IMPACT OF THE LAHUTAY TUNGHA PROGRAM 2.0 SY 2024-2025

Salamat sa inyong pagsemento sa among lubak-lubak na mga pangandoy."

("We often went to school on an empty stomach, so we are truly grateful for this program – the Lahutay Tungha Program. Thank you for paving the pothole-ridden path toward achieving our dreams.")

But Aicel's story is just one among many.

Across Surigao del Sur, schools began to see real change. Dropout rates fell dramatically in places like Purisima National High School, where the number of students leaving school dropped from 28 to just 3. Unidad NHS, Florita Irizari NHS, and Sagbayan NHS all reported similar success. Even in schools like Libas Sud IS, where challenges remain, the program has sparked conversations about how to better support vulnerable learners.



"Nourishing minds and bodies: Students of Libas Sud IS line up for a hearty meal as part of the Lahutay Tungha program, promoting health and learning through community care."

The Lahutay Tungha Program didn't stop at food and transport. It reached deeper—into the emotional and psychological well-being of students. Through Focus Group Discussions and Psychological First Aid, learners and their parents were given space to share their struggles and find strength in community.

Now, the program is expanding. Plans are underway to include ALS learners, offer TESDA-accredited skills training, and integrate spiritual and personality development activities. Local government units are stepping in, passing resolutions to ensure the program's sustainability.

For Aicel, the future looks brighter than ever.

"I want to finish school," she said. "I want to help my family. And now, I believe I can."

Her story is a reminder that when we invest in our youth—not just with resources, but with compassion—we don't just change statistics. We change lives.

"Implementation of the Lahutay Tungha Program to Improve Class Performance and Attendance Rates of Identified Pupils/Students at Risk of Dropping Out (PARDO/SARDO) in Libas Sud Integrated School"

Research Title

Researchers



Alex S. Mistula,
EPS-LRMDS



M. Cleben V. Lozada,
SEPS-SocMob

Schools Division of Surigao del Sur

READING REIMAGINED:

The Research That Sparked a Culture of Engagement

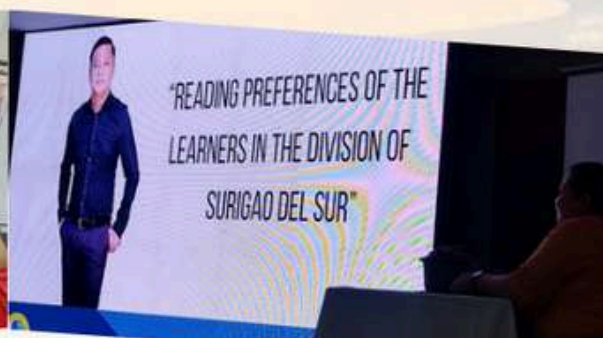
When I first set out to study the reading preferences of learners in Surigao del Sur, I did not expect it to ripple out as far as it did. I simply wanted to understand what truly engages our students, what stories they gravitate, what holds their attention, and what pulls them away. Little did I know that this research would become a meaningful piece of a much larger journey—one that would affirm how research, when grounded in the realities of our learners, can spark real change.

The study, Reading Preferences in Surigao del Sur, started as a response to the growing disconnect I observed between students and the reading materials available to them. We often push books hoping they will spark magic, but how often do we ask if the magic speaks to them? Through this qualitative research, I uncovered key insights from the themes: the deep role of family orientation, the need to strengthen learners' vocabulary foundations, and the overwhelming presence of social media as both a distraction and a potential tool. We also discovered students' strong interest in illustrated and relatable content, and a consistent concern about the lack of accessible, engaging books in schools.

This study didn't just sit on a shelf; it became the basis for Division Memorandum No. 90, s. In 2022, a policy adoption validated and formalized our findings. For me, that moment was significant. It was not just about having the research recognized; it was about finally creating a space where learner voices influenced policy and practice.

But what truly brought the research to life was how it evolved into something more dynamic and inclusive. We launched a campaign called "U R Mine", a digital reading initiative where we posted videos of book excerpts online. What made it special was the participation of student influencers, who not only read the texts but encouraged their peers to share thoughts and ideas in the comments. Suddenly, reading was not just a quiet, solitary act; it became social, expressive, and alive.

We even partnered with sponsors who helped award books, which are carefully selected to match learners' preferences, to those who posted the best engagement and most thoughtful reflections. I remember reading those comments, raw, insightful, sometimes funny, often profound. It affirmed that when learners are seen and heard, they respond with depth and heart.



Conception of a Project NURTURE, a Balanced Reading Program

NURTURE Reading Program

Navigating Unique and Remarkable Techniques in Upgrading Reading Efficacy

PREPARATION

- Conduct of research on the status and readiness of teachers and school heads in the implementation of reading programs.
- Researching and identifying strategies in teaching reading.
- Researching and identifying of school leaders and teachers as the components of reading and ICT integration.
- Development of Supplementary Materials

IMPLEMENTATION

- Learning and immersion of the diverse reading programs with school leaders, teachers, and supervisors.
- Monitoring and provision of technical assistance on the conduct of the assessment in linking using TAT and the 40 assessment tools and the profiling of learners using the algorithm.
- Monitoring and provision of technical assistance on the implementation of the different reading programs suited to the needs and context of the learners.



NURTURE

Navigating Unique & Remarkable
Techniques in Upgrading
Reading Efficacy

Online Book Grabbing Activity "U R MINE"



WEEK 1 WINNERS

April 4-8, 2022

Student Category			Teacher Category		
Name	School	District	Name	School	District
John Paul M. Armas	St. Christine MS	Region 8	Alvin R. Bernardino	St. Christine MS	Region 8
Diego A. Apolito	San Miguel National Comprehensive HS	San Miguel I	Vivian A. Promonte	San Miguel National Comprehensive HS	San Miguel I
Ysaac L. Ysaguir	Marang MS	Abulugan	Alvin R. Bernardino	St. Christine MS	Region 8
Alvin R. Bernardino	St. Christine MS	Region 8	Alvin R. Bernardino	St. Christine MS	Region 8
Ysaac L. Ysaguir	Marang MS	Abulugan	Alvin R. Bernardino	St. Christine MS	Region 8

"Celebrating Week 1 winners of the 'U R MINE!' Online Book Grabbing Activity—students and teachers from Cantilan National High School shine in promoting a love for reading!"

Strengthened Brigada Pagbasa with The Participation of Stakeholders and Volunteers



Stakeholders and volunteers conducting a community reading session as part of the strengthened Brigada Pagbasa initiative.

Being named **Outstanding Researcher** during the **2024 Bulawanong Sulo Awards** was an honor, but I know it was not just because of this one research. It was the culmination of years of work in the field, of staying close to the ground, of always asking what more can be done for our learners. Still, I hold this study close because it reminded me that change often begins with a question, and the courage to follow where the answers lead.

Looking back, I see how a simple act of listening, really listening, to what our students need made all the difference. It reinforced what I have always believed: **research is not just about numbers or papers. It's about people. It's about making sure that what we do as educators and leaders reflects the lives, dreams, and yes, even the reading habits of those we serve.**

Reading Preferences of the Learners in the Division of Surigao del Sur

Research Title

Strengthened Implementation of 4Bs (Bawat Bata Bumabasa ng Bibliya)



"Empowering literacy and faith: School leaders actively engage with crafted Big Books to strengthen the 4Bs program."



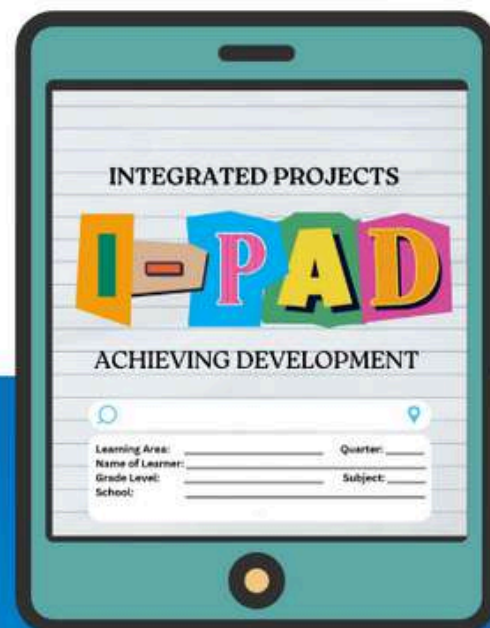
Fluellen L. Cos, PhD

Chief, Curriculum Implementation Division
DepEd Surigao del Sur Division
Researcher

I-PAD Project:

TANDAG CITY DIVISION

IGNITING CREATIVITY AND EMPOWERING YOUNG MINDS!



Imagine a classroom where learning truly sparks innovation. That's exactly what happened with the I-PAD (Integrated Project Achieving Development) project, a brilliant initiative that's transforming how Grade 8 students in Technology and Livelihood Education (TLE) discover their creative potential!



Led by Kristine L. Banac in 2024, this research proves that I-PAD isn't just a program—it's a launchpad for brilliance. Funded by the Basic Education Research Fund and proudly featured on the E-Saliksik DepEd Research Portal, I-PAD created a vibrant space where students didn't just learn; they created, they explored, and they soared!

What Makes I-PAD A TRUE SUCCESS STORY?

Before I-PAD, students' creative thinking skills were just beginning to blossom. After the project, their abilities shot up dramatically! They moved from a "low" to a "very high" level of creative thinking, showing a truly remarkable transformation. This isn't just a small step; it's a huge leap forward in nurturing young innovators.



TANDAG CITY DIVISION

Think in Full Color

I-PAD helped students think more freely, adaptably, and with incredible originality. They learned to elaborate on their ideas, turning simple thoughts into rich, detailed concepts. Every dimension of their creative thinking expanded, proving that with the right approach, every student can be a trailblazer.



Learning Joy with Confidence

Students didn't just get smarter; they felt more confident, more engaged, and truly enjoyed the process. Through hands-on activities and teamwork, they gained essential skills and discovered their own creative power. Practical projects, like electrical installations, weren't just tasks—they were exciting journeys where ideas came to life!

Paving the Way for Future Innovators

The I-PAD project showcases the incredible power of learning by doing. It proves that when we empower students to inquire, design, and collaborate, we're not just teaching them facts; we're preparing them to be the inventive problem-solvers of tomorrow.

The success of I-PAD is a beacon of hope, showing us how innovative teaching can ignite passion and unleash the boundless creativity within every student. It's an inspiring reminder that with the right tools and a supportive environment, young minds can achieve amazing things!

Research Title:

Effectiveness Of I-PAD (Integrated Project Achieving Development) In Enhancing the Creative Thinking Skills of Grade 8 Students in Explicit TLE

Researcher:

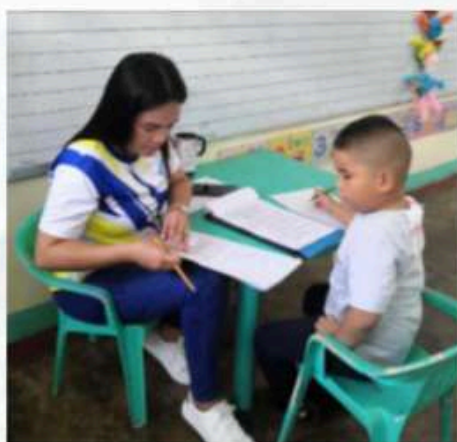
KRISTINE L. BANAC, MST HE
Teacher III -

Jacinto P. Elpa National High School
Schools Division of Tandag City



"READING REIMAGINED: THE TSIAW SUCCESS STORY

IMPROVING THE READING READINESS OF GRADE 1 ENTRANTS



As the school year opened, we gazed at the inquisitive eyes of our new Grade 1 learners and perceived not just their enthusiasm to learn but also their quiet struggle.

Most of them could hardly identify letters, much less comprehend a story.

It struck us — and many of us working at Tandag City SpEd Center—that before we could make them read with comprehension, we first had to instill in them a love for reading..

That's how TSiaW—Two Stories in a Week—came to be. A six-week reading journey based on something simple and yet powerful: storytelling.

Every Tuesday and Thursday, we rounded up our 49 kindergarteners for 30 minutes of reading magic.

Guided Reading Twice a Week

Two brief stories a week, read slowly and carefully, brought to life with voice, expressions, and sometimes even puppets and illustrations. It wasn't merely telling stories—it was living them.

*"Eyes lit up,
hearts tuned in"*

We began slowly. Some children scarcely listened. A few of the children looked blankly. But week by week, something shifted. Small hands went up to respond to questions and answers. Eyes glimmered when they heard recognized words. Laughter sounded during comedic scenes. They were beginning to connect—not only with me, but with the stories.

Behind the scenes, we employed systematic reading strategies: pre-teaching words, questioning them with guidance, and practicing patterns in order to develop confidence. At the end of week 6, the change was endearing. Reading scores did improve, yes—but more so, their confidence increased. They were eager to read. They were no longer mere listeners; they became storytellers themselves.



Meet Your Reading Teachers



Engagement and Comprehension on the Rise

We also came to understand that a few learners required more—more time, more pictures, more assistance. And so we started adapting our style. We introduced visual aids and props. We collaborated more with parents. We heard more. TSiaW was not a program; it became a lifeline for children who simply needed a different entry point.

In retrospect, TSiaW taught us all something important: reading readiness is not constructed overnight. It's constructed one story at a time, two stories a week, with patience, purpose, and heart.

And if you ask my learners today what day it is—they'll probably say, "It's story day!"

Addressing Diverse Learning Needs

Addressing diverse learning needs was crucial, as lower language skills, limited time for feedback, and varied prior knowledge required differentiated instruction.

Strengthening TSiaW Implementation

To enhance the effectiveness of the TSiaW program, it is recommended to integrate it into the standard kindergarten curriculum, use multisensory tools such as props and visual aids to support diverse learners, and provide teacher training on differentiated instruction. Strengthening parental involvement through take-home activities and communication channels is also essential. Additionally, conducting regular assessments to track student progress and refine instructional strategies is crucial for sustained impact.



RESEARCHERS:

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Teacher - III

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Teacher - III

Tandag City-SPED Center
Schools Division of Tandag City

RESEARCH TITLE:

**TSiaW (Two Stories in a Week):
A School - Based Action
Research**