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Enhancing Teaching Competence of Malitbog National High School Teachers through Capacity Building Program on Project-Based Learning (PBL)

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Introduction

Today's modern world calls for the development and enhancement of 21st century skills in order to become a global citizen. The development of the skills of critical thinking, communication, collaboration and creativity must be developed starting in the basic education. However, based on class observations conducted by the school head in different subjects for the past school years, majority of the learners in all year levels do not exhibit the 21st century skills. In most classes, only a few of them were able to give complex explanations of their opinions or stand, when asked. In addition, learners cannot make meaningful interactions between themselves and their teacher when given an opportunity. Lastly, majority of the learners answer in one word or phrases when asked with even simple questions. Also, simple analysis of the quarterly tests conducted in all subjects revealed a 77%, 78% and 82% MPS in first, second and

third quarters, respectively. The quarter tests are 70% easy (remembering and understanding), 20% average (applying and analyzing) and 10% difficult (evaluating and creating) questions. This suggests that learners do not even master 90% of the easy and average questions combined. Based on simple analysis of all teachers' Class Observation Tool (COT) scores during SY 2019-2020, the lowest rating was for the Indicator 3. This indicator measures the teacher's application of "a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills (RPMS Manual, 2018, p. 84)."

One of the salient features of the K to 12 Curriculum is the holistic development of the learners. Holistic development entails that learners who graduate in the senior high schools will be equipped with the 21st century skills. These skills are information, media and technology skills; learning and innovation skills; effective communication skills; and life and career skills (Official Gazette,

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n.d.). Learning and innovation skills include critical thinking and problem-solving, communication and collaboration, and creativity and innovation. Digital literacy entails being literate in information, media and ICT. Lastly, life and career skills are exhibited by being flexible and adaptable, having initiative and self-direction, being socially and cross-culturally interactive, being productive and accountable and showing leadership and responsibility (Trilling and Fadel, 2009).

“teacher-respondents expressed positive impact of the INSET to their teaching practices. For one, it allowed them to improve their teaching skills and capacities, especially in implementing PBL. They further expressed that their learning was able to capacitate them on how to think and design “out of the box” activities for their students. “

The implementation of Project-Based Learning (PBL) strategies is one of the interventions to develop 21st century skills of learners. According to Bell (2010), PBL is a “student-driven, teacher-facilitated approach” where students’ natural curiosities are ignited and sustained through “inquiry”. The said approach is collaborative in nature and develops communication, technology skills, reflective, critical and creative thinking. In PBL, students are given real-world problems and they will collaboratively find solutions (Solomon, 2003). The problems are based on the curriculum but extends across other disciplines. In addition, the “projects” stimulate, contextualize and integrate students’ learning. The teachers are only facilitators of learning with importance on students’ accountability of their own learning (Dolmans 2005). But first, teachers need to be equipped how to use PBL in the classroom. Research findings show that many teachers are “unfamiliar with the process” of employing PBL and thus presents a “substantial challenge” (Farmer, 2014). However, the age profile of the teachers of the school ranges from 22-45 years old, with 90% of them at the 22-40 years old range. This further means that the teachers are quite flexible and adaptive to change. Thus, the researcher proposed a capability building program on Project-Based Learning for

the teachers of Malitbog NHS in order to be able a holistic curriculum.

Innovation, Intervention and Strategy

The researcher crafted a Capability Building Program in Project-Based Learning in order to enhance the teaching-learning process of Malitbog NHS in all subject areas. Problem-Based Learning is a “learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” (Savery, 2006).

A 3-day Capacity Building Activity, through an In-Service Training was done in April 19-21, 2021. The training included, among others, identification of PBL teaching strategies which are appropriate to the context of the school, teachers and learners. In addition, the teachers constructed Learning Activity Sheets (LAS) which integrated their learning on PBL strategies and techniques.

This study aims to enhance teachers’ competence in teaching through the use of Project-Based Learning Approach. Specifically, this seeks to answer the following questions:

1. How equipped are the Malitbog NHS teachers in using Project-Based Learning Strategies in teaching before the capacity building activity?
2. How will the capability building on PBL Instruction impact Malitbog NHS teachers’ capacity in teaching the subjects?
3. What are the reflections of teachers after the capability building on PBL Instruction?
4. What difficulties and challenges did the teachers face in the implementation of PBL Instruction?

Methodology

Participants and other sources of data and information

Participants of the study were twenty-one (21) teachers of Malitbog NHS. Seven (7) of these teachers are Science majors, four (4) are Math majors, three (3) are majors of English, two (2)

are Filipino majors, three (3) are Social Science major, and two (2) are PE, Health and Music (PEHM) majors.

The consent of the participants of this study was requested through a consent form prior to their participation. In addition, confidentiality and anonymity was observed when reporting the interview responses of and observations from teachers. Lastly, Learning Activity Sheets (LAS) crafted by teachers will be their property and formal permission will be sought from the authors if these will be published or presented to other venues and audience.

Results and Discussion

1. Teacher-Respondents’ Capacity to use PBL in Teaching

2. Based on the interview of all teacher-respondents, 35.3% have low level KSAs on PBL. 47.1% of the respondents expressed they know PBL but not are not necessarily knowledgeable in the process of implementing it. They further explained that they have encountered the concept but they do not know how to specifically implement it in the classroom. And, 17.6% expressed having a knowledge about it but do not have mastery in its implementation. Majority of the teacher-respondents expressed that they have low level of KSAs on Project-Based Learning.

This is an indication that the teacher-respondents need to undergo the training program so that they will be equipped to implement PBL in the school.

A. Impact of INSET on PBL on Teacher-Respondents’ Capacity to teach the assigned subjects

B. Majority of the teacher-respondents expressed positive impact of the INSET to their teaching practices. For one, it allowed them to improve their teaching skills and capacities, especially in implementing PBL. They further expressed that their learning was able to capacitate them on how to think and design “out of the box” activities for their students. Secondly, they have gained competence in crafting authentic and

meaningful learning activities for the students. And because of this, they see the strategy as a good way to develop higher order thinking skills and 21st century skills of the students. Thirdly, they were able to see PBL as a way to make teaching-learning activities more engaging and relevant to the lives of their students. Lastly, they see PBL as a way to ease students' burden in creating many different outputs or project for every subject in every quarter. They will only need to work on one high impact project that is able to demonstrate their learning in various competencies in the different subjects.

The teachers were able to appreciate how the implementation of PBL can be a great help to facilitate the development of higher order thinking skills and 21st century skills of the learners. Despite the foreseen challenges, they are willing to do the implementation as they know that the results will be rewarding.

C. Teacher-Respondents' Reflections after the INSET on PBL.

After the INSET, the teacher-respondents felt that by implementing PBL, one can assure of learning activities that are relevant, motivating and meaningful for the students. They have expressed that PBL can also help in the "academic ease" policy of DepEd such that performance tasks are integrated. This means that instead of having eight different projects for all subject areas in a quarter, the number would go down to as low as only one high impact project. Furthermore, the teachers have realized that the students will be able to find meaningful connections between and among subject areas as they work on one high impact project.

D. Difficulties and Challenges Faced During the Implementation

Due to the ongoing health emergency, the teachers have limited interaction with students. This also meant that there is lesser time for facilitation and giving of feedback at every stage of the performance of the tasks given to the students. The teachers also expressed that the absence of internet connections and gadgets can hinder the students in

being able to fully take advantage of the benefits that PBL has to offer. The teacher took on the challenge of being able to make do of what is present and practical in the learners' different contexts. The challenges and difficulties identified by the teacher-respondents were significant to the success of the implementation of PBL.

Conclusions and Recommendations

Based on the results of the study conducted, the professional development program was able to enhance teachers-participants' knowledge, skills and attitude on Project-based Learning. The strategy was able to help them in addressing the issues and challenges they faced during implementation of the printed distance learning modality.

The conduct of the professional development activity is highly recommended to be done in other schools in order to verify if the gains gathered in Malitbog National High School would also be congruent in their respective schools.

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Improving the Reading Performance of Pupils in Distance Learning Through Teacher to Parent to Learner (TPL) Approach

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Introduction

Context and Rationale

Bidlinan Elementary School is one of the schools in Baybay City where connectivity of the internet is a problem and only few have television and radios at home. Based on the School Learning Continuity Plan for SY 2020-2021, the school will be adapting modular distance learning by which the learner will be given modules for them to study and answer. The role of parents in helping their children study at home is very important. They help develop the holistic development of their children. They are also accountable for the academic performance of their children, especially in reading. It is quite a problem when parents do not know how to teach, assist, give support and help their children study at home since some of the parents are illiterate and do not even know how to read and write. This can create problems specially to grade one pupils because it is considered the foundation year of learning how to read and write and teachers interaction with them is very limited since face to face learning is not allowed. To address this problem, the researcher conducted an action research to find ways that could somehow improve reading performance of grade one pupils in Bidlinan Elementary School despite distance learning being applied. To help parents learn the basic skills in teaching reading, a Teacher to Parent to Learner (TPL) Approach was applied, where learning would take place from teacher to parent, then from parent to learner.

Innovation, Intervention and Strategy

TPL was implemented by allotting one hour of teachers' time to gather the parents of grade one pupils and teach them the basic skills needed in teaching reading particularly in Mother Tongue. Some of the skills being taught

were naming letters of the alphabet, producing the correct sound of the letters, blending of the sounds, reading syllables, words, sentences and paragraphs. The process was conducted in the school following safety health protocols. After the session, reading materials were given to parents which they can use to teach their children at home. This was done from 11:00 am to 12:00 nn Monday to Friday.

Action Research Questions

Specifically the study sought to answer the following questions:

1. What is the reading performance level of grade one pupils in Bidlinan Elementary School before the implementation of TPL approach?
2. What is the reading performance level of grade one pupils in Bidlinan Elementary School after the implementation of TPL approach?
3. Does TPL have a significant impact on the improvement of the reading performance level of grade one pupils in Bidlinan Elementary School?

Methodology

The respondents of this study included the 1 grade one teacher, 13 parents and 13 grade one pupils of Bidlinan Elementary School purposely selected as sample of the study. Data was taken from the result of pre-oral reading test and post-oral reading test of the grade one pupils. The researcher conducted a pre-oral reading test to determine the reading level performance of grade one pupils in Bidlinan Elementary School before the implementation of TPL approach. For sixty school days, the parents underwent TPL which the teacher taught the parents the basic skills in reading. The parents then taught their children at home using

the skills and knowledge they learned from the teacher. The TPL was done in

“After the implementation of Teacher to Parent to Learner (TPL) Approach, the overall result shows the Post-test Oral reading Test Result of grade one pupils in Bidlinan Elementary School the highest number of pupils belong to average readers which consist of 5 pupils out of 13, followed by poor readers 4, good readers 3 and very good readers 1.”

school following safety protocols or through teleconferencing, messenger, text, call, video call or any other means of delivering instruction. After the implementation of the TPL, a post-oral reading test was conducted to measure the effectiveness of TPL to improve the reading performance level of grade one pupils. The researcher used the Pre-Test and Post-Test one group design.

Results and Discussion

The Pretest Oral reading test result of grade 1 pupils in Bidlinan Elementary School showed that 7 out of 13 pupils are non-readers which constitute 54% of the total population of grade one, 5 are poor readers which is 38%, only 1 is average reader and none of them belongs to good reader and very good reader. The overall weighted pretest mean result is 1.69 which categorized as Poor Reader. The result implies that the majority of the grade one learners in Bidlinan Elementary School are non-

readers and poor readers.

After the implementation of Teacher to Parent to Learner (TPL) Approach, the overall result shows the Post-test Oral reading Test Result of grade one pupils in Bidlinan Elementary School the highest number of pupils belong to average readers which consist of 5 pupils out of 13, followed by poor readers 4, good readers 3 and very good readers 1. None of the learners belong to non-reader. The overall weighted posttest mean result is 3.00 which categorized as average reader.

The difference Between the Mean Scores in the Pre-test and Post-test result of the oral reading performance of grade one pupils in Bidlinan Elementary School before and after the

implementation of Teacher to Parent to Learner (TPL) Approach shows that there is an increase in the weighted mean with a difference from 1.69 to 3.00 which resulted to a computed p-value of 0.049 which is lesser than the value on the level of significance equal to 0.050 which means null hypothesis is rejected. Thus, there is a significant impact of the TPL Approach in improving the reading performance of grade one pupils in Bidlinan Elementary School.

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Lockdown Realizations: The Reality of Life in the Unprecedented Times

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Background and Rationale

The coronavirus disease (COVID -19) is an infectious disease caused by a new strain of coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. As a measure to limit the spread of coronavirus disease 2019 (COVID-19) in the Philippines, lockdowns, officially characterized as "community quarantine" by the government, of varying strictness were imposed in numerous parts of the Philippines. The "enhanced community quarantine" (ECQ), implementing lock downs is the strictest of such measures.

Impacts of quarantine show both positive and negative results. One of these effects states that separation from loved ones, loss of rights, confusion about the status of disease and boredom can have drastic effects. As a result, the psychological negative effects include symptoms of post-traumatic stress, uncertainty, irritation,

disappointment, insufficient knowledge, financial loss, and stigma (Brooks et al., 2020).

Kumaravel et al (2020) suggested to protect yourself, and help other people. Helping others in their time of need will benefit both the individual who receives assistance and the helper. Managing your mental health, psychological, and social well-being during this period is just as essential as managing your physical health.

Due to the abrupt changes of this new work arrangement, both private and public employees specially teachers made different adjustments to fit in with this situation. The daily activities involving school works which they were used to do was immediately changed in response to the implementation of the ECQ by the government. This has limit the mobility of the people and even those working from the government were restricted.

This study primarily aims to

ascertain the realizations of the teachers in Caibiran National High School. Specifically, this sought to answer the following questions:

1. What is the demographic profile of the teachers in terms of:
2. What are the realizations of the teachers during home quarantine period in terms of:

Methodology

This study utilized quantitative-qualitative descriptive research design utilizing general and purposive sampling technique for the 78 teachers of Caibiran National High School. Informed consent was secured to participate in the interview process. Respondent's consent was sought first prior to the conduct of the study; through the use of a survey instrument adapted by the researcher to fit into the objective of the study. It has undergone dry-run to test its validity and

reliability. After gathering the data, the responses were organized and subjected to data cleaning to avoid errors in the analysis. Responses were coded and meaningful themes were derived.

Results and Discussion

Most of the teachers are working for one (1) to nine (9) years. Majority are Roman Catholic, living in a small family, using Facebook account and was utilized most of the time. They are members of family related group chats and work-related ones. Highlighting that teachers had participated most in work related group chats as virtual and online meetings were inevitable. Likewise, teachers are in to charitable works during lock-downs. Despite lock-downs brought about by the pandemic, it is noteworthy to stay calm and exemplify values such as being appreciative, intrepid, kind-hearted, adaptable, resilient, inspire. and thrive.

Personal Realizations. Strengthening Faith to God and Family (SFtGaF). *Despite of the pandemic we are facing now, teachers realized the importance of life and their relationship to God; T3: "I realized that there is nothing more important than our health and life, and our relationship to God." They were also grateful and learned to share the things they have; T16: "I realized that we should always be thankful to God. Learn to share what we have and spend time with the family." During the quarantine period, helped teachers' meditate, solidified and strengthened their faith to God though feeling of boredom was felt all throughout the period, they practiced healthy lifestyle, and they became optimistic. This negates the study of Brooks et al (2020) which states that the psychological negative effects of quarantine include symptoms of post-traumatic stress, uncertainty, irritation, disappointment, insufficient knowledge, financial loss, and stigma.*

Realizations on Society. Solidifying Values Amidst Pandemic

"Life is uncertain and change is inevitable. We need to value each moment in life, even in small details because we don't know what tomorrow brings."

(SVAP). *Lockdown is not only for our safety it is also the way for us to solidify our values. Teachers were able to give more value to life; T1: "Life is uncertain and change is inevitable. We need to value each moment in life, even in small details because we don't know what tomorrow brings." They were also grateful to the government and were motivated to help to those who are in need; T8: "It provides me opportunity to express, to help, to realize the value of the government's effort to the people." The outbreak has paved the way for teachers to appreciate the front-liners and efforts of the government. Yet, due to the quarantine restrictions, teachers somehow thought that there is a curtailment of freedom*

Realizations on Family. Family Related Concern (FRC). *Aside from developing our skills, the best part of being in a lockdown is having a break from busy schedules and being with our family; T2: "As a teacher the advantages to be in a lockdown is that we have plenty of time resting our mind and body, and a lot of time to be with our loved ones." Still it didn't change the fact that we still worry for our loved ones and for work; T12: The advantage is I have ample time with my family, but afraid that my family might be infected by the virus, and I have more paper works." In an optimistic manner, teachers were able to spend quality time with their family and were able to reach out those relatives who were living away from them while bonding time with friends was done virtually.*

Realizations on Social Media.

Through social media, teachers were able to communicate with their family and friends, they were able to fulfill the tasks given to them, and they were able to be updated on the events that surround them such as the pandemic. It can be noted the increase usage of gadgets like cellphone and using social media beyond normal.

Realizations on Work. Work Related Concern (WRC). *Being in a lockdown doesn't mean we have to stop working. Working from home brings challenges to the teachers; T1: "It has a big advantage when it comes on the time tasks, and has the freedom to manage my work especially we are not allowed to go to school physically. However, when it comes to submitting reports online, sometimes there is a difficulty in complying because the connection fluctuates." Working from home may bring advantage to teachers but still boredom is on the way; T8: "Being a teacher, the advantage is I can work easily on my plans for improvements for the opening of classes or face to face. However, being in a lockdown make me felt bored staying in the house."*

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Research



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