



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
SCHOOLS DIVISION OFFICE OF ABRA

**RELEASED**  
27 SEP 2023 ✓  
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September 21, 2023

**DIVISION MEMORANDUM**

No. 386 s. 2023

**LIST OF THE 2023 DIVISION RESEARCH PRESENTERS**

- To:** Asst. Schools Division Superintendent  
CES CID & SGOD  
SEPS Planning and Research  
Research Proponents  
All Persons Concerned
1. As per DO 16, s. 2017, dissemination and utilization of research results are crucial in the achievement of learning outcomes, and improve teaching-learning and governance processes in schools, SDOs, Ros, and CO. The region and division may organize research conferences, research forums and policy forums to share their research findings, gather new inputs and research ideas.
  2. In this regard, the Schools Division of Abra through the Planning and Research section will conduct the 2023 SDO- Abra Research Conference with the theme: *"Policy and Research: Resiliency with Innovative Approach to Educational Advancement"* on October 12- 13, 2023 at the SDO Abra Conference Hall, third floor.
  3. The research conference specifically aims to:
    - a. Present and disseminate research findings of completed research;
    - b. Advocate the culture of research in SDO- Abra;
    - c. Administer a forum for educational researchers; and
    - d. Recognize research and evidence-based practices.
  4. Attach is the list of presenters, mechanics, and sample of the oral and poster presentations (Enclosure 1, 2 & 3). The research speakers/ presenters shall submit a 10- 15 minute pre-recorded video, PowerPoint presentation, and poster presentation on or before October 10, 2023.
  5. For inquiries, please contact the Planning and Research Section at 09771044932.
  6. Immediate dissemination of this memorandum is earnestly desired.

  
**AMADOR D. GARCIA SR. PhD, CESO VI**  
Schools Division Superintendent

Sgod/P&R/tpa  
Reference: DO 16, 2017



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Enclosure No. 1

**LIST OF RESEARCH SPEAKERS/ PRESENTERS**

	Researcher/s	School/ Office	Research Title	Category	Year Completed
1	Roderick G. Nucasa	Abra HS	Weaving Technique Skills of Grade 11 TVL-SMAW Using Deep Penetrating Electrodes on Horizontal Fillet Welding	Action	2022
2	Rosell B. Polis	Agtangao ES	School Learning action Cell and Teachers' Teaching skills: A Basis for Professional Training and Development	Basic	2022
3	Maureen Eva T. Barbosa	Mataragan National Agricultural School	Job Satisfaction of the Teachers of Malibcong District	Basic	2022
4	Cirilo George Caoagas	Penarubia Integrated School	Muntal: Indigenous Embroidery as Basis in the Crafting of Indigenized Curriculum of the SHS of Penarubia Integrated School	Basic	2022
5	Genalyn U. Berras	CBGMHS	eHASA ang Pagbasa Project: Dulog sa Pagbasa nang may Pag- unawa ng mga Mag-aaral	Action	2022
6	Josephine Sangladan	Bao- yan ES	SLM-P Strategy in Improving Reading Comprehension of Learners	Action	2022
7	Claustro, Jessca T.	An- anaao IS	Improving Oral Language Skills of Grade 2 Pupils of An- anaao Integrated School Through Magic Wand Technique	Action	2022
8	Roberto C. Sanchez and Maribel V. Teneza	An- anaao IS	Teachermint Platform in Improving the Science Performance of Grade 9 Learners in the New Normal Education	Action	2022
9	Tumalip, Elizabeth		Video lesson bilang interbensyon sa pagpapataas ng antas ng komprehensiyon	Action	2022



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			ng mga mag- aaral sa panitikan 10 sa panahon ng new normal		
10	Millare, Janssen P.	An- anaao IS	Improving the Prformance of Grade II TVL- ICT Students of An- anaao Integrated School in Computer System Servicing Using e-Tech-Tech-Learn Strategy	Action	2022
11	Felicitas, Renalyn T.	Basbasa ES	Television- Based Lessons as Supplementary Learning Materials in Modular Instruction for Slow Learners	Action	2022
12	Regalado, Marivic B.	Sapaac ES	E-SMS (Electronic - Science Materials for Scientifically) Literate Learners	Action	2022
13	Gemma C. Tuanquin	An- anaao IS	Cross- Age Peer Tutoring: A Technique in Improving the Oral Reading Skills of Grade III Pupils	Action	2022
14	Marikit Solimen	Danac IS	Enhancing Grade I Learners Performance Using Home-Read- Alouds Strategy	Action	2022
15	Nelson Tan	An- anaao IS	Careless Errors in Solving Algebra Problems: Basis for Strategic Intervention Material (SIM)	Action	2022
16	Arciaga, Elizabeth E.	An- anaao IS	Use of Online Small Group Discussion Method in Enhancing the Reading Comprehension Skills of Grade XI Students of An- anaao Integrated School	Action	2022
17	Campoy, Redelma S.	Abaquid ES	Teaching Reading Through Multimedia Assisted Instruction (MAI) to Enhance	Action	2022



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			Comprehension Skills Among Grade VI Learners		
18	Del La Paz, Cherrel M.	CBGMHS	English Speaking Ancient of Grade 10 Einstein of Cristina B. Gonzales Memorial High School in the New Normal;	Basic	2022
19	Salas, Catherine M.	An- anao IS	Digital Strategic Intervention Material: A tool in Enhancing the Performance of Grade IV pupils of An- anao Integrated School in Multiplying and Dividing Whole Numbers	Action	2022
20	Noralyn Padilla	Dalaguisen ES	Mental Health and Coping Strategies of the Dalguisen Elementary School teachers during the COVID- 19 PANDEMIC	Basic	2022
21	Narllyn B. Eduarte	San Isidro CS	Work Values and Performance of Public Elementary School Teachers of san Isidro District	Basic	2022
22			Awareness and Achievement of Libtec Elementary School Learners on the Use of Modular Distance Learning	Basic	2022
23	Danilo Baliling	Abaquid ES	Study Habits of Learners During the New Normal	Basic	2022
24	Viste, Julieta B.	Dalaguisen ES	Speed Words- to- Word Wizard Box Gamification Strategy in Teaching Vocabulary to Grade 2 Learners	Action	2022
25	Cristine Jay A. Reyes	Dalaguisen ES	Enhancing Grammatical Competence Through Direct Instruction-to-Think- Aloud Methods (DI-TAM) to Grade 5 Learners	Action	2022



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26	Glademier Balnao	Daosdao ES	Home Reading Slates for Grade I Beginners	Action	2022
27	Analyn Cordeta	An- anao IS	Improving the Reading Comprehension Level of Grade 7 Students in English E-SQ3R Reading Technique in the Pandemic	Action	2022
28	Beliz ar, Susan Jovy T. and Pascua, Rachelle	An- anao IS	Improving the Arithmetic Skills of Grade 1 Pupils in Adding and Subtracting Whole Numbers Using Manipulative and Counters	Action	2022
29	Tuazon, Maribeth M.	An- anao IS	Enhancing the Musical Skills of the Grade Six Pupils Through the MIMETIC Strategy	Action	2022
30	Tan, Mark Leonard E.	An- anaao IS	Improving the Reading Comprehension Level of Grade 7 Students in English E-SQ3R Reading Technique in the Pandemic	Action	2022



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Enclosure 2

**MECHANICS OF THE PRESENTATION**

1. The presenter is required to wear semi- formal attire.
2. A powerPoint presentation of not more than 12 slides is required. The slides should contain the following:

**BASIC RESEARCH**

- 1<sup>st</sup> Slide:** Title, Name /s of the Author/s, School Affiliation
- 2<sup>nd</sup> Slide:** Rationale (Reason/s for conducting the research)
- 3<sup>rd</sup> Slide:** Research Gap
- 4<sup>th</sup> Slide:** Key Literature/s
- 5<sup>th</sup> Slides:** Methodology
- 6<sup>th</sup> - 10<sup>th</sup> Slides:** Findings, Conclusions, Recommendations (1 slide per question)
- 11<sup>th</sup> Slides:** Plans for Dissemination
- 12<sup>th</sup> Slides:** Plans for Utilization

**ACTION RESEARCH**

- 1<sup>st</sup> Slide:** Title, Name/s of the Author/s, School Affiliation
  - 2<sup>nd</sup> Slide:** Rationale (Reason/s for conducting the research)
  - 3<sup>rd</sup> Slide:** Research Gap
  - 4<sup>th</sup> Slide:** Intervention, Innovation, Strategy
  - 5<sup>th</sup> Slides:** Methodology
  - 6<sup>th</sup> - 10<sup>th</sup> Slides:** Findings, Conclusions, Recommendations (1 slide per question)
  - 11<sup>th</sup> Slides:** Plans for Dissemination
  - 12<sup>th</sup> Slides:** Plans for Utilization
3. The presenter is given 10- 15 minutes to present his/ her paper. Present only the highlights of the study so that can be accommodated ont eh given time.
  4. Pre- recorded video will be submitted on or before October 10, 2023 at [sdoabra.research2022@gmail.com](mailto:sdoabra.research2022@gmail.com)
  5. For multiple authors in the study, only one is allowed to present the paper but all the proponents should be present during the conference.
  6. After three presenters are done, Question and Answer will follow. Only two or three questions will be asked to each presenter. Presenters are given 3 minutes to answer the questions. With this, participants are encouraged to ask questions to the presenter.
  7. All presenters should stay through out the sessions assigned of the research conference.
  8. Certificates of Presentation and Attendance will be given to the presenters.



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Enclosure 3

**SAMPLE RESEARCH POWERPOINT PRESENTATION**

**TWO-WAY RADIO-BASED INSTRUCTION WITH SELF-LEARNING GUIDE SHEET: AN APPROACH TO MODULAR DISTANCE LEARNING**

**AUTHORS**  
MARIA LORENA B. BISARES  
WARLITO A. BELISARIO JR.  
NICK V. ALCONIS

**RATIONALE**

- Decrease of literacy rate in the Philippines from 93.5% to 82.5%
- Parents complained on learners' experience about the huge range of texts from Self Learning Module
- Low Mean Percentage Scores for the previous year



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**KEY LITERATURES**

Bolax and Cahopy (2020) revealed that the following categories of difficulties in the remote learning in the Philippines that affected their academic performance: unstable internet connectivity, inadequate learning resources, electric power interruptions, vague learning contents, overloaded lesson activities, limited teacher scaffolds, poor learning environment, physical health compromise and mental health struggles.

Modules promote self-directed learning. The acquisition of greater self-study or learning skills by students is one of the advantages of employing modules for instruction.

Alvarez (2021) found that some parents have difficulty understanding and answering the modules of their children. They do not have enough time to guide their kids due to work and other responsibilities.

World Bank (2005) on Improving Education Quality with Interactive Radio Instruction Toolkit, showed that radio instruction is having a positive impact on children's learning, caregivers' teaching skills and community participation in early efforts.

Given the pervasive use of Radio-based instruction, it is obvious that success and the challenge with reading and numeracy achievement; the introduction of it as a viable technology appeared to be a wise choice, as this was intended to introduce or reinforce educational concepts (Ellen, 2019).

**INNOVATION, INTERVENTION, AND STRATEGY**

**INNOVATION**

**Two-way Radio-based Instruction and Self-Learning Guide Sheet**



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## METHODOLOGY



- RESEARCH DESIGN**: quasi-experimental
- POPULATION AND SAMPLING**: 29 learners from Grade 3-6 for the SY 21-22. Fifteen learners were assigned as the experimental group while 14 learners represented the control group.
- DATA COLLECTION**: Pre-test and post test; Summative in English, Science and Math is 20 items. 1 hour for two months.
- DATA ANALYSIS**: MPS, t-test
- ETHICAL ISSUES**: consent, confidentiality, anonymity, protection and safety, integrity and professionalism, acknowledgement of authors and sources

## QUESTION 1

WHAT IS THE LEVEL OF ACADEMIC PERFORMANCE OF THE LEARNERS BEFORE AND AFTER THE IMPLEMENTATION OF THE INTERVENTION?

### FINDINGS

Pretest and Post-test of the Control and Experimental Group

	Control Group				Experimental Group			
	Pretest		Post-test		Pretest		Post test	
	MPS	Description	MPS	Description	MPS	Description	MPS	Description
English	73	Did Not Meet Expectations	81	Satisfactory	76	Fairly Satisfactory	89	Vary Satisfactory
Math	73	Did Not Meet Expectations	82	Satisfactory	75	Fairly Satisfactory	91	Outstanding
Science	73	Did Not Meet Expectations	83	Satisfactory	77	Fairly Satisfactory	90	Outstanding
Overall	73	Did Not Meet Expectations	82	Satisfactory	76	Fairly Satisfactory	90	Outstanding

### CONCLUSION

Prior to the implementation of the Two-way Radio-based Instruction with Self-Learning Guide Sheet, the level of academic performance in English, Math and Science of the control group is "Did Not Meet Expectations" and "Fairly Satisfactory" in the experimental group. After the implementation of the intervention, the level of academic performance of the learners improved to a "Satisfactory" level in the control group and "Outstanding" level in the experimental group.



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**QUESTION 2**

IS THERE A SIGNIFICANT DIFFERENCE IN THE PRETEST AND POST-TEST SCORES OF THE LEARNERS IN THE EXPERIMENTAL GROUP?



**FINDINGS**

*Difference in the Pretest and Post-test Scores of the Experimental Group*

		Mean	t-computed	t-critical	p-value	Decision
English	Pretest	15				Reject the Null
	Post-test	18	7.87	2.14	0.00	Hypothesis
Math	Pretest	15				Reject the Null
	Post-test	18	7.12	2.14	0.00	Hypothesis
Science	Pretest	15				Reject the Null
	Post-test	18	6.79	2.14	0.00	Hypothesis

0.5 Level of Significance

**CONCLUSION**

There is a significant difference in the pretest and post-test scores of the learners in the experimental group.

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**QUESTION 3**

IS THERE A SIGNIFICANT DIFFERENCE IN THE POST TEST SCORES OF THE LEARNERS BETWEEN THE CONTROL GROUP AND THE EXPERIMENTAL GROUP?



**FINDINGS**

*Difference in the Post-test Scores Between the Control and Experimental Group*

		Mean	t-computed	t-critical	p-value	Decision
English	Control	16				Reject the Null
	Experimental	18	3.62	2.06	0.00	Hypothesis
Math	Control	16				Reject the Null
	Experimental	18	4.20	2.06	0.00	Hypothesis
Science	Control	17				Reject the Null
	Experimental	18	3.39	2.07	0.00	Hypothesis

0.5 Level of Significance

**CONCLUSION**

There is a significant difference in the post-test scores of the learners between the control group and the experimental group.

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### RECOMMENDATIONS

Based on the conclusions of this study, the following recommendations were made.

1. Since the employment of Two-Way Radio-Based Instruction with Self-Learning Guide Sheet was proven effective in this research, the use of radio broadcast should be improved on in open and distance learning in order to improve the efficiency of learning.
2. The ability of the teachers to use the instructional radio improves learners' academic achievement, hence, there is need for this to be used in teaching which can also be used to supplement, clarify, vitalize, emphasize, instruct, and enhance learning in the process of transmitting knowledge, ideas, skills, and attitude.

### RECOMMENDATIONS

Based on the conclusions of this study, the following recommendations were made.

3. Working tools for Interactive Radio Instruction should be available at schools and up-to-date to be effective, each classroom should be equipped with working tools.
4. Professional development opportunities for all teachers should be exposed to Interactive Radio Instruction program.
5. Because of the nature and context of this research, future research should extend to incorporate a wider school population in the schools division.



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### PLANS FOR DISSEMINATION

ACTIVITY	AUDIENCE	TARGET DATE
• School-based Learning Action Cell and Focus Group Discussions	• All teachers	• August 2022
• General PTA Meeting	• Parents, teachers, learners	• October 2022
• Research Forums	• Teachers	• SY 23-24

### PLANS FOR UTILIZATION

ACTIVITY	PERSONS INVOLVED	TARGET DATE
• Adoption of the two-way radio-based instruction as a means of intervention	• teachers in the far-flung areas	• SY 23-24
• Replication of the research	• other teachers in my cluster school	• SY 23-24



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