



DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

# RESEARCH BULLETIN

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## Explanatory Study on Learner's Notetaking Entries and Academic Performance

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### Introduction

The learners' notebooks or any form of notetaking document can be used by the teachers to assess the level of understanding of the learners on a particular learning area, competency, and topic. Likewise, it generally provides feedback on the learners' need for improving their academic performance. At a certain extent, the notetaking outputs can be a potent instrument to both teachers and learners in recalling previous ideas or utilizing prior knowledge to apply and transfer it to a different and new context.

Notebooks play a role in instruction such as a formative assessment analysis basis because these are integrated as part of the curriculum, so they are available sources of data for assessment. With the use of learners' notebooks, teachers can easily obtain information about their understanding anytime without necessarily designing a formative assessment such giving quizzes every after a session of discussion. Likewise, notebooks serves as evidence of the

knowledge acquired by the learners and are thus relevant in for formative assessment (Aschbacher & Alonzo, 2006).

Notetaking is developed through various process skills. One of those necessary skills is communication. Thus, imparting learners the process of writing and discussing their concepts and problems is a vital goal for every teacher (Butler & Nesbit, 2008).

Academic performance on the other hand is one of the manifestations that education has achieved its educational goals. In a classroom situation, it is often referring to the grade of the learner on a particular subject representing how the learner perform and learn on a lesson or topic. Accordingly, many products of psychological researches have underscored on determining the factors affecting the scholastic performance with the cognitive ability and determination for learning emerging as core determinants. (Von Stumm, Hell, & Chamorro-Premuzi, 2011).

Based on the DepEd Order No. 31,

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s. 2021, "formative assessment strategies should be implemented in order to inform teaching and promote learner' growth and mastery; while to evaluate learning at particular points in each quarter, summative assessment shall continue in

*the form of written works and performance tasks.”* This issuance provides details on how the academic performance or grades of the learners are computed, as well as the strategies for assessment.

According to Salame and Thomson (2020) highly systematic notetaking skills benefits learners to perform well in courses. Some of the benefits of strategic notetaking are: it enhances students memorization, increases understanding of the concepts, guides the preparation for examinations or any type of assessment and eventually improves their scholastic standing. This is further supported by Almaagbh (2019) who observed strategic note taking has significant effects on English as Foreign Language (EFL) learners' academic performance.

The research study of Haghverdi, Biria, and Karimi (2010) found out that the respondents, including professors and students, have had considered notetaking as effective instructional strategy. This shows that notetaking has a positive effect in terms of learning or academic performance of the learners.

The School Year 2020 – 2021 adopted the modular distance learning as the primary modality for all schools in Region VIII. Learners are provided with Self Learning Modules and/or Learning Activity Sheets as guide to facilitate their learning experience and acquisition of the most essential learning competencies. Separate sheets of paper are to be utilized by the learners in answering the different formative assessments provided in the said learning resources. Thus, the question on whether the learners are still taking notes or not, through a notebook or any portfolio document for similar purpose, and for what purpose and content of notetaking are identified.

Looking into the notebook as evidence of the learners' understanding at the same time their academic performance will help teachers understand the usefulness of notebook or notetaking in any class. This study then will investigate the relationship of the ratings of the learners' notebook entries

and the academic performance in English, Mathematics, and Science in Eastern Visayas Regional Science High School. Likewise, this will probe on the reasons or purpose and content of notetaking during these new normal alternative learning modalities.

### **Statement of the Problem**

The statement of the problem outlined the specific research questions addressed in the study. It aimed to investigate the relationship between notetaking and academic performance of Grade 11 learners in English, Mathematics, and Science at Eastern Visayas Regional Science High School. The questions inquired about the rating of notetaking entries, the level of academic performance, the existence of a significant relationship between notetaking and academic performance, the reasons and organization of learners' notetaking, and the potential framework that could be developed based on the study's variables and results. The research hypothesis is stated, suggesting a significant relationship between notetaking rating and academic performance.

### **Methodology**

This research utilized a mixed methods approach, specifically an explanatory sequential design, to investigate the relationship between notetaking and academic performance among Grade 11 learners. The research design consisted of two phases. Phase 1 involved quantitative analysis, where the researchers examined the notetaking entries and academic performance of the learners. This analysis was based on data obtained from the learners' records, such as Form 138 (Learner's Report Card) and their notebooks. Phase 2 employed a qualitative case study approach, utilizing interviews to delve deeper into the learners' reasons, manner, and organization of notetaking. The case study approach incorporated a narrative aspect to understand the phenomenon beyond simple quantitative scales.

The study included three heterogeneous classes comprised a total of 56 Grade 11 learners. For the quantitative part of the research, random sampling was used to choose the respondents of the study while purposive sampling was employed to select participants for the interviews, considering factors such as academic performance and availability of gadgets and internet connection. The sample size was determined based on achieving saturation, where new data collection no longer provided fresh insights or revealed new properties.

The researchers used three primary data collection tools: School Form 138 (Learner's Report Card) and learners' notebooks. School Form 138 provided the learners' grade point average (GPA) in English, Mathematics, and Science. The learners' notebooks were collected at the end of the school year and assessed based on a researcher-designed scale that rated the degree of entries for the content of the notebook.

The rating scale for the learners' notebooks ranged from 1 to 5, reflecting the completeness of the notes for the respective topics. The academic performance was classified based on the GPA (general point average) and assigned ranks from 1 to 5, corresponding to different performance levels.

Both quantitative and qualitative data analysis techniques were employed. Descriptive statistics, such as percentages, frequencies, means, and standard deviations, were used to describe the demographic profile of the learners, as well as the ratings of notetaking and academic performance. Spearman's rank correlation coefficient (Spearman's rho) was utilized to determine the relationship between notetaking ratings and academic performance. Thematic analysis was employed to analyze the interview responses and identify recurring themes and patterns.

### **Results and Discussion**

This study determined the

relationship between learners' notetaking entries and academic performance of G11 learners in EVRSHS. Through measures of position specifically percentile, the researchers were able to identify the rating of notetaking entries while with the of measures of position specifically percentile, the researchers were able to identify the academic performance of the learners.

With the data at hand, the researchers also identified if there is significant relationship between learners notetaking and their academic performance by the use of spearman rank correlation. Further, the researchers aimed at deepening the knowledge to be gained from the study, they also tried to identify the purpose, the manner and organization of learners' notetaking by the use of an interview as mode of gathering qualitative data.

Addressing the main question in this study, the values of Spearman correlation coefficients between the rating on notetaking and the academic performance of Grade 11 respondents in Mathematics, English and Science were 0.4956, 0.5441 and 0.4171, respectively. Findings revealed a moderate positive correlation between notetaking ratings and academic performance in Mathematics, English, and Science.

The researchers also further found out the two reasons of learners' notetaking which are: (1) Recalling of Ideas, (2) Strengthening Cognition Learning. It was found out also from the thematic analysis made by the researchers that the manner of learners' notetaking are: (1) Hand Written Notes and (2) Highlighting, while the way the respondents organize their notes is through (1) Bulleted Form and (2) Paragraph Form. It is also significant to mention in the summary of findings that there are some respondents who mentioned that sometimes they make doodles and/or side notes while making their notes. They reasoned out that it is their way of taking a break from reading and taking notes. From the qualitative standpoint of the study, the narratives of

the participants can be summarized in the graphical representation below:

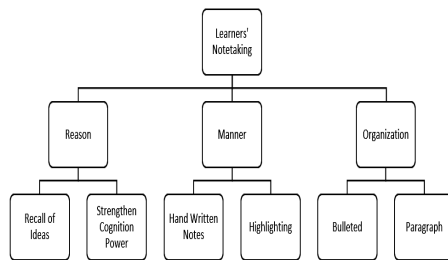


Figure 3. Purpose, Manner, and Organization of Learners' Notetaking

The result of this study postulated the following framework on the positive correlation of the learners' academic performance and notetaking, as well as the different themes to better understand the learners' notetaking.



Figure 4. Framework of Learners' Notetaking and Academic Performance

After the thorough retrieval, processing, and analyzing of the data done by the researchers, this study concluded that:

- The respondents have a notetaking rating of 3 in Science (General Biology 1) which has a percentage of 35%. From the researchers' rating tool, this means that respondents have moderately complete notes in Science which implies that 26-50% MELCs' topics have notes.
- The respondents have notetaking rating of 2 in Mathematics (Basic Calculus) which has a percentage of 42%. From the researchers' rating tool, this means that respondents have less complete notes in Mathematics which implies that 1-25% of MELCs' topic have notes.
- The respondents have notetaking rating of 2 in English (Reading and

Writing) which comprise of 39% of the respondents. From the researchers' rating tool, this means that respondents have less complete notes in English which implies that 1-25% of MELCs' topic have notes.

- 84% of the Grade 11 respondents have a rank of 5 of their level of academic performance in Science this means that majority of Grade 11 respondents have a general average in Science ranging from 90-100 which has a description of "Outstanding".
- 49% of the Grade 11 respondents have a rank of 5 of their level of academic performance in Mathematics this means that majority of Grade 11 respondents have a general average in Mathematics ranging from 90-100 which has a description of "Outstanding".
- 100% of the Grade 11 respondents have a rank of 5 of their level of academic performance in English this means that majority of Grade 11 respondents have a general average in English ranging from 90-100 which has a description of "Outstanding".
- There is a **moderate positive correlation** between the rating on notetaking and the academic performance of Grade 11 respondents in Mathematics, English and Science.

- The purposes of learners' notetaking are: (1) Recalling of Ideas; and (2) Strengthening Cognition Learning.
- The manner of Learners' notetaking are: (1) Hand Written Notes; and (2) Highlighting
- The organization of Learners' notetaking are: (1) Paragraph Form; and (2) Bulleted Form.
- A framework was designed from the variables and the results of this study which could be gleaned in Figure 4 above.

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## Project Vic-Ridge (Victorious in Reading Intervention Develop Guts for Excellence)

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### Introduction

Reading is one of the four skills which needs to be learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxom, 2009). Reading skill affects the other skills learning process.

The main purpose of reading is to get the idea or information from the written text. The purposes of reading are different among readers as they have different needs of reading a text. Sutz and Weverka (2006) say that the purpose of reading is to comprehend what has been read, to learn something new, to see the world from a different perspective, or maybe just get information to pass an exam or prepare for a business meeting. Moreover, Fachrurrazy (2012) classifies the purpose of reading activities into three parts. They are: 1) Reading for comprehension which means the readers need to comprehend the text quickly. 2) Reading for enjoyment which means the readers read the text just for pleasure without the time pressure. 3) Reading to find the accurate pronunciation which means reading fluently with the correct

pronunciation of vocabularies.

Wen (2002) pointed out that reading is the main way to learn English for high school students. Also reading is the main way to obtain information, language knowledge and improve the ability of using language. Cultivating students with strong English reading ability is one of the main goals of English teaching in middle school.

Xie (2008) put forward four ideas about how to raise reading interest: teachers should clarify the aim of reading, teachers can select the reading materials that are suitable for high school students, teachers can read the passages with students at the same time and teachers can set up English learning atmosphere. Therefore, teachers should choose appropriately difficult passages and provide a variety of subjects so as to fully stimulate students' intrinsic motivation.

In Kawayan National National Senior High School, based on result in English Reading and Writing subject 25, out of 126 students enrolled last school year 2020-2021, or 19.84 percent belongs to frustration level experience difficulty in learning how to read. They have difficulty in learning noting details, inferring character traits, sequencing events and

perceiving cause-effect relationship. Some of them are scared to attend classes when reading lessons started.

The foregoing information urgently call the researcher to employ PROJECT VIC-RIDGE strategy in teaching reading English to help zero out students under frustration level. It is along with context that this action research conducted for Grade XII identified students in Kawayan National Senior High School, Kawayan District 1. Findings of this study may contribute to the attainment of zeroing out non-reader students and improving their reading speed test and reading comprehension skills in preparation for tertiary education .

In speed reading test, the researcher used two topics which were taken from Reading and Writing for Senior High School Students Year XII. In reading comprehension test, the researcher provided 32 questions. The questions of reading comprehension test were taken from speed reading text. In analyzing the data, the researcher provided score of students' reading speed and students' reading comprehension. The researcher calculated the correlation coefficient between X variable (reading speed) and Y variable (reading comprehension) by

using Person Product Moment. Those processes of analyzing data were based on the formula below.

1. Students' Words Per Minute (WPM) Words Per Minutes = Words Read ÷ Reading Time in Minutes or Number of Words in Passage Reading Time (in seconds) X 100 Sutz & Weverka (2006).

2. Students' Reading Comprehension Score = Total Obtained Score Maximum Score , the researcher calculated students' reading comprehension by using the formula: Words read per minutes (WPM) rate x comprehension percentage score (as decimal). Sutz & Weverka (2006).

## Methodology

The research conducted to Grade 12 students of (Project VIC-RIDGE) Victorious in Reading Intervention Develop Guts for Excellence Program of two strands senior high school of Kawayan National High School consisted of 25 students—5 females and 20 males started last March 15, 2021 .

This study employed the quasi-experimental pre-test and post test method of research. The class was divided into two groups using fishbowl technique. The first group (EXPERIMENTAL GROUP) was exposed to the VIC-RIDGE Reading Technique while the other group (CONTROLLED GROUP) was exposed to the Traditional Reading Method. The two groups were taught by group within the given schedule following the health protocols. The pre test was administered to the students before the conduct of the technique and the posttest was administered to the students after employing the technique.

The data collection technique used in this research were Test of Reading Speed and Test of Reading Comprehension. Reading speed test was used to determine students' reading time, and students' words read per minute. Meanwhile, reading comprehension test was used to determine student's comprehension of the text( noting details, inferring character traits, sequencing

events and perceiving cause and effect relationships).

## Results and Discussion

The data collected using the tests and students' were analyzed quantitatively. The reading comprehension test consisted of 32 multiple choice items for Vic RIDGE. The level of the questions provided was suitable for the students' level as it consisted of the four components, namely: noting details, inferring character traits, sequencing events , and perceiving cause-effect relationship. Oral test was used to get students reading speed score while students reading comprehension score are obtained through written test.

Significant Relationship of Variables (Pre Test)

Variable	Mean	SD	p-value	Interpretation
Control Group	73.58	23.70	.608	Not Significant
Experimental Group	79	24.61		

Significant Relationship of Variables (Post Test)

Variable	Mean	SD	p-value	Interpretation
Control Group	105.08	24.61	.032	Significant
Experimental Group	126.46	22.36		

The comparison of scores revealed that the post-test increased to 69.23 percent learners under Independent Level and 23.08 percent under Instructional Level and one (1) or 7.69 percent of learner still under Frustration Level. This implies that the increased of 92.31 percent was highly contributed to VIC-RIDGE experimental reading intervention in noting details, inferring character traits, sequencing events and perceiving cause-effect relationship.

It can be gleaned that there is no significant relationship between the two groups with p value equivalent to 0.608. However, table 6 revealed that Victorious in Reading Intervention Develop Guts for Excellence (VIC-RIDGE) strategy as applied to address the reading comprehension problem among the identified Grade XII learners in Kawayan National High School-Senior High School yield positive result (M=126.46, SD=.22.36). This positive result is

significant (p=0.032). This can be concluded that VIC-RIDGE can great help in addressing reading comprehension problems to Grade XII learners in Kawayan National High School.

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# Mental Health of Teachers of Taft District Amidst COVID-19 Pandemic as Factor of Perceived Performance in the New Normal

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## Introduction

The beta coronavirus SARS-CoV-2 was identified for the first time in humans in Wuhan, China in December 2019. An initial local outbreak of respiratory infection has since culminated in a global pandemic (COVID-19), as declared by the World Health

Organization, with currently up surging confirmed cases and deaths worldwide. Due to the rapid growth of COVID-19 cases, many countries have activated emergency plans and developed guidelines to control the disease and defend public health through social distancing interventions, such as suspending school activities, travel restrictions and home confinement. Attention has been focused on the exponential increase in infections, but this phenomenon – and its consequences – are certainly not limited to medical disease. Although the effects of the coronavirus on mental health have not yet been studied systematically, it is not farfetched to note few relevant points about the mental health of the population during the ongoing pandemic. The spread of fear, anxiety and even panic influences not only emotional responses to current circumstances, but also leads to a worsening of pre-existing threats. The impact of extreme workloads, physical and mental exhaustion, insomnia, and the anxiety and fear of being infected or transmitting infection to loved ones by performing duties with little protective equipment is immeasurable especially if the order to report to schools is fielded. With the pandemic, many activities have stopped, especially those involving human relationships, forcing adaptations that many people were not prepared for.

Research has reported that wide ranging, negative and possibly long-

lasting psychological outcomes (anger, confusion, and post-traumatic stress symptoms) may be associated with extended quarantine, fear of infection, frustration, a lack of basic supplies, insufficient information, financial problems, and stigma. As an educator, the researcher considers it essential to pay attention to these factors to provide timely and appropriate mental health care directed to the needs of the education sector – a challenge for the near future.

At present, the psychological health of educators is an issue that has taken on increased importance due to the emergence of the disastrous COVID-19, as it directly affects the effectiveness of their work. Much of this problem has been added with the unexpected turn of events in the past few months. The crises started with uncertainty in education which deterred scheduled programs for the betterment of the youth. Unexpectedly, DepEd was caught off-handed by the end of the School Year 2019-2020. Starting from the declaration of National Health emergency on late March 2020 which drags on even up to the present time, hence the conduct of this scientific endeavor, which is aimed to expose the level of mental health and performance of teachers amidst the pandemic.

## Methodology

The methodology used in this study was a descriptive research design using adopted standard survey questionnaires. For research design, the researcher utilized the survey design on the measurement of mental health level and perceived performance gathered from teachers of Taft District.

The population included in this study were teachers of Taft District. For this study, random sample by

convenience made up of teachers of both sexes and both elementary and high school teachers were employed to gather 30% percent from the mentioned population. Thirty percent (30%) of the teachers' population in the district was included in the study. The number of respondents came from all schools of Taft District. The targeted 30% samples were forwarded with the online Google Form containing the survey via Snowball sampling. A link was initially posted by the District Principal In-Charge for authority and announcement at the 21st Century Group Chat, the official group chat of Taft District. The Google Form was closed immediately after the target 30% from the population have answered the online survey. There was no face-to-face collection of needed data to ensure safety of the researcher and those involved in the study and in adherence to health and safety against COVID-19.

To answer the objectives of the research, the following standard questionnaires were adopted:

### **On Mental well-being**

A short 7-item version of the Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS) has been developed and tested (Stewart-Brown et al., 2009) which was used in this study to gauge the level of mental well-being of the respondents.

### **On Perceived social support**

To measure the level of perceived social support, the Oslo 3-item Social Support Scale (OSS-3) (Brevik & Dalgard 1996) was used.

### **On Psychological Distress**

Respondents' mental health was measured with the 12-item General Health Questionnaire (GHQ-12). The General Health Questionnaire (Goldberg & Hillier 1979) is a generic measure of



current mental health. The GHQ is a self-assessment tool which has been developed in the UK for screening of mental health problems in a community setting. To explore the perceived performance of teachers in the school area and the psychological resources, so to answer question Number 2, the following questionnaires were administered:

**On Job Satisfaction Scale for Teachers** (JSSEducation) by Oros and Main (2004): it evaluates teachers' job satisfaction. It uses a Likert-type scale with the following response options: "strong agreement", "agreement", "neutral", "disagreement" and "strong disagreement".

**On Bandura's Teacher Self-Efficacy Scale**, which was adapted from Menghi, Oros & Abreu Marinho in 2015: this scale measured the teachers' perception of self-efficacy in six areas: a) efficacy in influencing decision making; b) educational self-efficacy; c) disciplinary self-efficacy; d) efficacy in achieving parental involvement; e) efficacy in achieving community participation; and f) efficacy in creating a positive school climate. The scale consists of 26 items and the response options are presented in a Likert scale: "nothing", "very little", "something", "enough" and "a lot".

## Results and Discussion

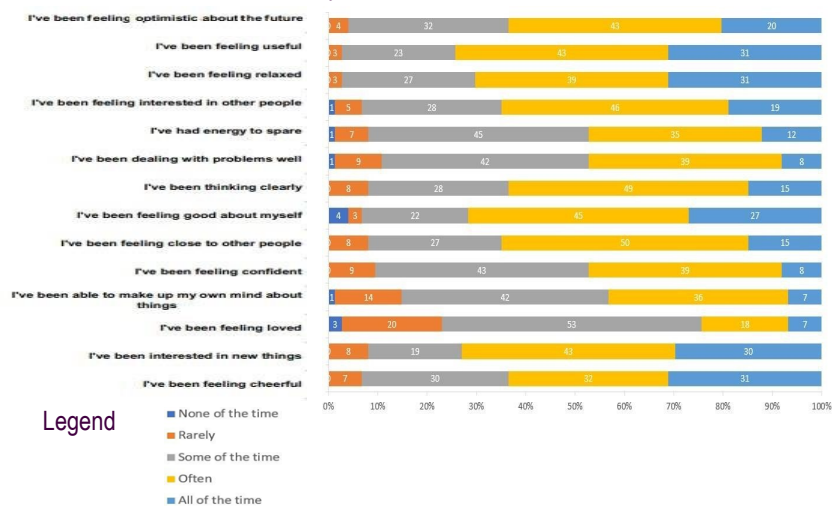
### On level of mental health of teachers

Results on the conducted survey for level of mental health of respondents is seen in Table 1.1 below. As gleaned in the table, most of the respondents answered that they have been feeling often optimistic about the future accounting to 43% of the responses, 20 % felt optimistic all the time and 32% felt some of the time optimistic. Likewise, 43% also responded that they felt often useful even despite the pandemic, 31 % felt useful all the time and 27 % felt useful some of the time while only 3% felt that they felt useful rarely. When asked if they felt relaxed, Taft District teachers responded that 39 % of them felt relaxed often, 31 % all of the time and 27% felt

relax some of the time while only 3 percent of the population felt relax rarely. When asked about how they have been feeling interested in other people, 1% felt none of the time interested in other people, 5% felt rarely interested in other people, 28% felt some of the time interested in other people, 46 %often felt interested in other people and 19% felt that all of the time they were interested with other people. When the 74 respondents were asked about their energy to spare, 1% said they had none of the time with energy to spare, 5% of the respondents said they had rarely energy to spare, while 45 had some of the time with energy to spare, 35 % said they had often energy to spare and only 12% said they have energy to spare all of the time. Looking into how respondents dealt with problems well, only 1% said they have none of the time, 9% responded that they have rarely dealt with their problems well, 42% of them dealt with their problems well some of the time, 39% rarely dealt with their problems well and only 8% dealt with their problems well all of the time. Surprisingly, 49% said that they often have been thinking clearly, 28% said they have been thinking clearly some of the time, 15% said they have been thinking clearly all of the time, 8% said they have a clear head about their problems rarely and no one said that they had none of the time had a clear head about problems. When respondents were asked about how they felt about themselves, 45% said that often they felt

good about themselves, 27% said that they felt good about themselves all of the time, 22% said they felt good about themselves some of the time, 4% said they felt good about themselves none of the time and 3% said they felt good about themselves rarely. On their confidence, respondents disclosed that 43 % of them felt confidence some of the time, 39% felt confident often, 9%from the participants felt confident rarely, and 8 % felt confident all of the time. On feeling loved, more than half of the respondents said that they felt loved some of the time accounting to 53%, 20% felt loved rarely, 18% felt loved often, 7% felt loved all of the time, unfortunately, a record of 3% felt loved none of the time. Despite the lag and idle life during the pandemic, almost half of the respondents said that they have been interested in new things often, 30% said they have been interested in new things all of the time, 19% have been interested in new things some of the time and only 8 % said they have rarely been interested in new things. On their feeling cheerful, 32 % were often cheerful, 31% felt cheerful all of the time, 30% felt cheerful some of the time and only 7% felt rarely cheerful about the time.

**Table 1.1 Level of Mental Health of teachers of Taft District in terms of Mental Well-Being**



**Table 1.2a Level of Mental Health of teachers of Taft District in terms of Perceived Social Support**

How many people are close to you that you count on to them if you have great personal problems?	Frequency	Percentage N=74
None	1	1
1 to 2	17	23
3 to 5	22	30
5+	34	46

Another part of the survey questionnaire collected responses on the perceived social support to respondents through the question on the number of people close to them whom they can count on if ever they encounter problems. As seen on Table 1.2b, 46% of the respondents perceived that they have more than 5 people to count on during the times they have problems, 30 % of the respondents have 3 to 5 close friends whom they can rely on during the times they have problems, 23% of them have 1 to 2 and only 1 respondent have no one to confide during the times that they have problems.

**Table 1.2b Level of Mental Health of teachers of Taft District in terms of Perceived Social Support**

How interest and concern do people show in what you do?	Frequency	Percentage N=74
Uncertain	13	18
Little	11	15
Some	36	49
A lot	14	19

As displayed in Table 1.2b, when Taft District teachers were asked on how much interest and concern do people show on what they do, 49% said some had interests and concerns about them, 19% had a lot of interest and concern, 18 %had uncertain

interests and concerns, and 15% had little interest and concerns on what they do.

**Table 1.2c Level of Mental Health of teachers of Taft District in terms of Perceived Social Support**

How easy is it to get practical help from neighbors should you need it?	Frequency	Percentage N=74
Very easy	12	16
Easy	30	41
Possible	27	36
Difficult	5	7

The question on how easy is it for respondents to get practical help from neighbors was also raised to expose the level of perceived social support. Looking into the data collected, 41% of the respondents believe that asking help from neighbors is easy, 36% believe that asking from neighbors' help is possible, 16% believe that it is very easy to get practical help from neighbors and only 7% believe that it is difficult to get practical help from neighbors.

Another part of the questionnaire solicited for the level of psychological distress of respondents during the time of COVID-19 using an adapted General Health Questionnaire. As seen on Table 1.3, 52% of the respondents assessed themselves to have the same psychological distress even before the pandemic, 26% had less than usual, 16% had psychological distress better than usual and 7% from the respondents had psychological distress much than usual.

**Table 1.3 Level of Mental Health of teachers of Taft District in terms of Psychological Distress**

Scale	Percentage
Better than usual	16
Same as usual	52
Less than usual	26
Much than usual	7

Another goal of the study tried to expose the level of perceived performance of Taft District Teachers amidst the COVID-19 pandemic. Using an adapted questionnaire from JSS Education from Menghi, Oros & Abreu Marinho in 2015, teachers were asked on how much are they satisfied with their job during the implementation of distance learning. As seen on Table 2.1, more than half said that they felt satisfied of their jobs very often accounting to 57%, 32% said they have job satisfaction often, 10% believe to have job satisfaction sometimes and only 1 % were never or almost never satisfied of their job.

**Table 2.1 Level of Job Satisfaction of Taft District Teachers**

Scale	Percentage
Very Often	57
Often	32
Sometimes	10
Never or almost never	1

Also, teachers' efficacy about teaching were solicited using Google Form conducted online, looking into Table 2.2, 63% of the respondents had self-efficacy on teaching, 21% believed they have teaching efficacy and 16% have teaching self-efficacy.

**Table 2.2 Level of Self Efficacy of Taft District Teachers**

Scale	Percentage
Very Often	63
Often	21
Sometimes	16
Never or almost never	0

**Conclusion**

Based on the findings of the study, the following conclusions are drawn.

1. Almost half of the respondents feeling optimistic, useful, relaxed energized, feeling good about themselves and feeling close to other people in terms of mental wellbeing.



2. More than half said that they felt satisfied of their jobs and have self-efficacy on teaching.

### Recommendations

From the derived findings and conclusions, the researcher advances the following recommendations:

1. The Department of Education should provide consistent mechanism that will ensure the mental health of teachers being the front lines in the education services.
2. Provision of activities that will boost the mental health of teachers must be prioritized.
3. Future researchers must investigate the association of mental health and performance of teachers so that sound policies may be crafted in relation to mental health of teachers.

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## Parental Educational Aide Program (PEAP): An Approach to Reduce/Zero Out Non-Reader Pupils in Grade One Tulip of Bunga Elementary School

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### Introduction

Schools everywhere have focus on literacy and one of the main thrusts of the Enhanced Basic Education Act of 2013 (RA 10533) is to ensure that every child is a successful reader by Grade 1. Moreover, as stated in DepEd Order No. 45, s. 2002, it is expected that no pupil shall be promoted to the next higher level unless he or she manifests mastery of the basic literacy skills at a particular grade level. Meaning, all possible assistance and encouragement shall be extended to enable a child to

read.

This study was based on the Early Grade Readiness Assessment (EGRA) result last August 2, 2019 wherein Grade One Tulip of Bunga Elementary School has 6 out of 26 pupils who were not ready for Grade I in terms of reading. With this result, the researchers looked for a solution to make the non-reader pupils into readers.

In lieu of this, the researcher conducted an action research that encouraged the involvement of the parents through an approach called

Parental Educational Aide Program (PEAP). Parental Educational Aide Program is an approach to reduce/zero out non-reader pupils in Grade I-Tulip. Basically, it aimed to assist/help parents on how to teach their child to read specifically on beginning reading.

The approach was done through sending letter to the selected parents of pupils who failed the Early Grade Readiness Assessment (EGRA) to attend training/lecture on beginning reading. As expected, during the training the parents participated some beginning reading

activities and exercises .The teacher and the parents were on the same track on howbeginning reading was taught.

Nevertheless, the researchers wanted to help also pupils who have difficulty in learning to read and in promoting the zero non-reader campaign of Bunga Elementary School aligned to our mode of delivery in our project BANCA which is “Magtinabangay ang tanan sa pag-agak sa atong kabataan.”

Since parents play an important role in the child cognitive development, the researcher came up with this intervention, the implementation of Parental Educational Aide Program (PEAP) that addressed to decrease or zero out non-readers of Grade I Tulip pupils of Bunga Elementary School. This was done through conducting tutorial/lecture to the parents of the six identified pupils who failed the EGRA for them to teach their child to read in a way howthe teacher teach beginning reading.

This study determined the effectiveness of Parental Educational Aide Program (PEAP) on thereading readiness level of the grade one pupils. Specifically, this answered the following questions:

1. What is the reading readiness status of the six identified non-reader Grade I - Tulip pupils of Bunga Elementary School before the implementation of Parental Educational Aide Program?
2. What is the reading readiness status of the six identified non-reader Grade I- Tulip pupils of Bunga Elementary School after the implementation of Parental Educational Aide Program?
3. Does PEAP improve the reading readiness status of the six identified non-reader Grade I- Tulip pupils of Bunga Elementary School?

### Methodology

Since parents play an important role in the child cognitive development, the researcher came up with this intervention, the implementation of Parental Educational Aide Program (PEAP) that addressed to decrease or zero out non-readers of Grade I Tulip pupils ofBunga Elementary School. This

was done through conducting tutorial/lecture to the parents of the six identified pupils who failed the EGRA for them to teach their child to read in a way how the teacher teach beginning reading.

The participants of the study were the 6 identified grade one tulip pupils with their parents of Bunga Elementary School under the K-12 Basic Education Curriculum. These pupils underwent pre-test and post-test using EGRA materials. This was a one-group, pre-test post- test design study regardless of their intellectual difference, age, nutritional status and sex. On the other hand, the parents of these pupils underwent tutorial by the teacher on beginning reading for them to be ready to teach their child. After 45 days of continuous parent-child tutorial on beginning reading, the researcher conducted post reading readiness test using the same EGRA materials.

The research instrument used in this study was the Early Grade Reading Assessment (EGRA) in “Sinugbuanong Binisaya” ortography.

The Early Grade Reading Assessment (Llego, 2015) is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. It refers to both a specific assessment tool and at the same time has come to be adopted as a generic concept for early grade reading assessment programs.

EGRA assessment requires about 15 minutes to administer per child. One key task requires that a child read aloud for 1 minute, and then answer questions based on that reading. EGRA focuses on early grade learning and interventions.

Monitoring learning in early grades helps to draw attention to discrepancies in learning outcomes in the lower years of primary education which is clearly positive from a social justiceperspective.

EGRA is designed to be flexible, adaptable and is meant to be tailored to the language and orthography of the assessment location. Different assessment tasks can be adapted or excluded in different locations.

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### Results and Discussion

**Table 1. Reading Readiness Status of the Six Identified Non- Reader of Grade I-Tulip Pupils of Bunga Elementary School During Pre Test and Post Test**

Pupils	Pre-Test		Post Test	
	Score	Reading Status	Score	Reading Status
1	47	Not Ready	301	Ready
2	48	Not Ready	313	Ready
3	54	Not Ready	309	Ready
4	49	Not Ready	305	Ready
5	62	Not Ready	312	Ready
6	63	Not Ready	311	Ready
Ave.	54	Not Ready	309	Ready

Table 1 presents the performance score of the pupils during the Pre- test and Post-test. It canbe noted from the data that during Pre-test all the pupils had an average score of 54 which isbelow the passing score which is 235 or 75% of the total items which is 313 and all of them fall under Not Ready category. The Post –test result shows that there is a leap on the averagescore from 54 to 309 in which all the pupils got the score above the passing score which is 235 and all of them fall under the category Ready.

**Table 2. Difference in the Pre-test and Post-test Scores of the Pupils**

Average Pre-test Score	Average Post-Test Score	Difference
54	309	255

Table 2 shows the difference of 255 of the average score, Post-test average score minus the Pre-test average score. Using the Descriptive Statistics, results shows that implementation of Parental Educational Aide Program (PEAP) has a significant effect on the reading readiness level of grade one pupils.

Based from the tabulated results, implementation of Parental Educational Aide Program (PEAP) has a significant effect at 99% level of significance on the reading readiness of Grade One-Tulip pupils of Bunga Elementary School. Therefore it can be concluded that PEAP is an effective approach to increase the reading readiness level and a compelling approach to decrease or zero out non-readers among grade one pupils.

### Recommendation/s

The researcher would like to recommend on the implementation of Parental Educational Aide Program (PEAP) to all grade one teachers as an intervention to increase the reading readiness level, reduce or even zero out non-reader pupils and for the following reasons:

1. Parental involvement is one of the vital factors that affects learners' academic achievement.
2. Reading performance of the pupils does not rely on the facilitation of the teacher alone but with the collaborative efforts of the parents and the school.

3. PEAP is an effective approach to promote parental involvement in teaching beginning reading.
4. Parents are partners of the school, as partner they need to exert effort to promote learning at home.
5. Learning to read also happened at home.
6. Communication between the parent and the child is developed in PEAP approach.

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