



DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

# RESEARCH BULLETIN

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## Lived Experiences of Teachers in Disaster-Prone Teaching Stations: A Descriptive Phenomenological Study

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### Introduction

Natural hazards such as floods, landslides, typhoons, and earthquakes increasingly threaten educational continuity and the safety of teachers in vulnerable rural areas (Kešetović, 2021). The Philippines—located within the Pacific “Ring of Fire” and regularly battered by an average of 20 typhoons annually—is ranked among the countries most at risk for natural disasters (Philippine Atmospheric, Geophysical and Astronomical Services Administration [PAGASA], n.d.). Landslides, in particular, have had devastating consequences: the 2006 Southern Leyte mudslide claimed over 1,100 lives, destroyed entire villages, and buried schools in session (including students and teachers) (Evans et al., 2007). Even more recent storms like Tropical Storm Trami exposed communities in places previously considered safe to unexpected landslide

threats, demonstrating the shifting and widespread nature of such hazards in the archipelago (AP News, 2024). These events not only imperil infrastructure but also severely disrupt schooling; flood-prone areas experience repeated class suspensions, physical barriers to access, and heightened concerns over student and teacher safety (Cadag et al., 2017).

While existing studies on teaching in rural and landslide-prone areas offer valuable insights into logistical challenges and instructional innovation, the psychological and existential dimensions of teachers’ lived experience remain underexplored (Akinbode, 2013). Phenomenological studies—such as those investigating educators returning to classrooms after the 2023 Kahramanmaraş earthquakes in Turkey—illustrate how disasters profoundly affect teacher motivation, identity, and emotional well-being (Aydos et al., 2025). Similarly, qualitative phenomenological

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research in the Philippines has examined teachers’ resilience in remote “last-mile” and far-flung schools, documenting themes such as mental preparation, adaptive coping, and relational commitment, but often within broader focus beyond environmental hazard (Galut, 2025b).

Baybay City in Leyte Province, Eastern Visayas, Philippines, was selected as the study setting due to its exceptionally high vulnerability to landslides and its predominantly mountainous geography. Of the 82 public schools in the Baybay City Division, 42 are located in upland or steep-sloped barangays, placing a significant share of teachers and learners at elevated risk. In April 2022, Tropical Storm Agaton (internationally Megi) unleashed torrential rainfall that triggered multiple massive landslides—including one that completely buried Barangay Kantagnos, displacing entire communities and school facilities (Petley, 2022). The landslides in Kantagnos and neighboring Barangay Mailhi forced the evacuation and displacement of two schools—Mailhi National High School and Mailhi Elementary School—when the ground cracked and structures became unsafe. Local authorities have since classified up to 87% of Baybay’s barangays as moderate to high-risk zones for landslides, prompting recommendations that residents avoid settling in these areas permanently (Leyte Samar Daily News, 2022). This localized history—landslide exposure, school displacement, and school infrastructure in hazardous terrain—provided a meaningful backdrop for exploring how teachers in these stations experience and manage professional life amid chronic environmental hazard. Given this risk in educational setting, the purpose of this study is to explore and describe the lived experiences of teachers assigned in landslide-prone teaching stations, particularly in areas vulnerable to landslides within Baybay City Division.

This study aims to gain an in-depth understanding of the lived experiences, challenges, and adaptive strategies of teachers assigned to landslide-prone areas. Specifically, it addresses the central research question: *How do teachers describe their lived experiences of working in landslide-prone teaching stations?*

## Methodology

Because this study explores teachers’ lived experiences in environmentally vulnerable teaching stations, a descriptive phenomenological research design was employed. Descriptive phenomenology seeks to understand how individuals experience and interpret events within their everyday lifeworld (Englander & Morley, 2021). Specifically, the study utilized Giorgi’s phenomenological method, grounded in Husserlian philosophy and widely applied in psychological and human science research (Wertz, 2010). This approach emphasizes phenomenological reduction (epoché), wherein the researcher brackets personal assumptions to focus on participants’ descriptions of their experiences as they appear in consciousness (Giorgi et al., 2017). Such a design is particularly appropriate for examining how teachers perceive, interpret, and adapt to working in landslide-prone teaching stations.

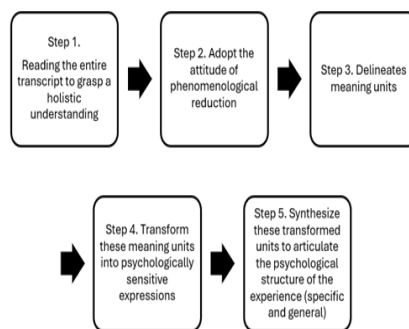
Six teachers participated in the study and were selected through purposive sampling to ensure participants had direct experience teaching in landslide-prone areas. The sample included three male and three female teachers from both elementary and secondary levels, with teaching experience ranging from new teachers (1–2 years) to those with more than five years of service. This variation enabled the study to capture diverse perspectives while maintaining depth consistent with phenomenological inquiry.

Data were collected through in-depth, open-ended interviews that allowed participants to describe their experiences using their own language within their natural lifeworld. Each interview lasted 20 to 60 minutes and was conducted in a private setting to ensure comfort and confidentiality. Interviews were conducted in the participants’ preferred language (Cebuano), audio-recorded with informed consent, and later transcribed verbatim to preserve linguistic authenticity and psychological nuance.

Clarifying follow-up questions were used when necessary, consistent with Giorgi’s methodological emphasis on describing rather than interpreting participants’ experiences (Giorgi, 2009). The data collection process lasted one month, allowing sufficient time for rapport-building and ethical engagement. After transcription, participants reviewed their transcripts for accuracy through member checking, which enhances credibility in qualitative research (Harper & Cole, 2015). Verbatim excerpts were retained in the original language (Bisaya) with English translations provided for clarity and accessibility, following recommended practices in cross-linguistic qualitative research (Squires, 2009).

The data were analyzed using Giorgi’s descriptive phenomenological psychological method (Giorgi, 2009), which aims to reveal the psychological essence of lived experience from the first-person perspective. Consistent with phenomenological principles, the analysis involved bracketing prior assumptions and focusing on participants’ descriptions to identify the structures of experience (Giorgi, 2012). The analysis followed Giorgi’s five-step procedure, which includes reading the entire description for a sense of the whole, identifying meaning units, transforming these units into psychological expressions, synthesizing them into constituents of experience, and finally articulating the general structure of the phenomenon.

The process of Giorgi’s descriptive phenomenological method follows a five-step procedure, as illustrated in Figure 1 (Giorgi et al., 2017).



This process enabled the study to move beyond surface description toward uncovering the psychological meaning of teaching in a landslide-prone environment. To ensure rigor, each stage of analysis was conducted systematically, with peer consultation employed to reduce interpretive bias. The use of verbatim excerpts and participant-centered language further supports the transparency and trustworthiness of the analysis (Corden & Sainsbury, 2006).

## Results and Discussion

Through phenomenological reduction and eidetic analysis, these recurring patterns were synthesized into seven constituents, each representing a core dimension of the lived experience. The constituents thus emerge not as abstract categories, but as structurally grounded insights rooted in the concrete life-worlds of the participants. Each constituent encapsulates the shared meaning that underlies the unique lived realities described in the situated structures.

### 1. Enduring Daily Physical and Environmental Risk

Teachers assigned in landslide-prone stations routinely face hazards such as landslides, floods, steep roads, and slippery terrain, particularly during the rainy season. These conditions create constant fear and uncertainty, especially during daily travel. Several participants recounted accidents or near-misses while commuting.

**P1:** “*Mo dangog jud permente ang dan.*” (The road is always slippery.) She recounts having multiple accidents: “*Three times nako nadisgrasya... pag ikatulo, wa najud ko kalakaw.*” (I’ve had three accidents... the third time, I really couldn’t walk anymore.)

**P2:** “*Pagtravel nako, murag na used to nalang pud nako... naanad nalang ko nga ing ana ako travel.*” (When I travel, I’ve kind of gotten used to it...

I’ve become accustomed to that kind of commute.)

**P3:** “*Every morning... risk gud siya pagtravel... pero... mu take measures pud ko.*” (Every morning... traveling is really risky... but I take precautions.)

**P6:** “*Unya ang emong kakulbaan, simbakog mo slide ang yuta, unya didto napud sa pang pang, simbakog ma slide ka mungadto jud ka sa pangpang.*” (And there’s this anxiety, what if the soil gives way, and since it’s near a cliff, what if you fall—you’d really go down the cliff.)

Over time, teachers normalize these risks as part of their professional routine. Although danger remains present, they develop vigilance and coping strategies that allow them to continue teaching despite environmental threats.

### 2. Gendered and Familial Perspectives on Vulnerability

Teachers’ perceptions of risk and endurance in landslide-prone teaching stations are not only shaped by environmental exposure but also mediated by gender roles, parental status, and familial obligations. Participants framed their decisions, fears, and coping strategies in relation to their identities as mothers, fathers, husbands, wives, or single professionals, suggesting that vulnerability is not uniformly experienced but deeply personal and context-dependent.

Participant 1 directly connects the vulnerability of her colleague to being a mother and the potential risk to her unborn child:

“*Dilikado cya labi na kung buntis ka... kung naa pa kay bata.*” (It’s dangerous—especially if you’re pregnant... or if you have a child.)

Her concern reveals how reproductive roles heighten the perceived danger, making landslide-prone travel not just a professional inconvenience but a threat to family well-being.

Participant 4 also identifies her maternal motivation as central to her

persistence:

“*Ang ato jud motivation kay ang ato family. Ang akong anak. So mao gyud pud na nga magpadayon gyud pud ta bisan sa kalisod.*” (Our true motivation is our family. My child. That’s really why we keep going, even through hardships.)

Her endurance, driven not by personal goals but by her love for family, shows that her decision to stay or leave is deeply influenced by her role as a parent..

In contrast, Participant 6 interprets his ability to endure hardship as a function of masculinity:

“*Ok raman nako kay lalaki man lage ko. Kami mga lalaki kay tera bahala raman na basta makaabot ka sa emong distinasyon.*” (It’s okay with me because I’m a man. For us men, we just go for it—what matters is getting to your destination.)

These narratives show that vulnerability is experienced differently depending on personal roles and family obligations. For some, family motivates persistence, while for others it heightens concern for safety. Thus, disaster vulnerability is shaped not only by environment but also by social identity.

### 3. Disruption of Instructional Flow

Environmental conditions frequently interrupt teaching in landslide-prone areas. Heavy rains, floods, and landslide risks often lead to class suspensions, early dismissals, or school relocations, forcing teachers to continually adjust lesson plans.

“*Pareha anang bagyo maam no, syempre macancel gyud ang klase. Mao ra gehapon nga sitwasyona. Maghuna huna ra gehapon ka, pastilan, matang gong nasad gehapon ni nga topic ni. Kinahanglan napud ni kuanan, pangetaag mapaagi arun mahatag sa mga bata. Kay pareha anang hapit na ang exam, unya nakahimo na lagi kag exam nimo nga cover to tanan, mautro nasad.*” (Like during a typhoon, ma’am, of course classes will be canceled. It’s the same situation all over again. You keep

thinking, “Goodness, I have to go over this topic again.” You need to find another way to deliver it to the students. Like when the exam is near and you’ve already made an exam covering everything—then you’ll have to redo it.)

These disruptions make instructional planning unpredictable. Teaching rhythms become dictated not by curriculum flow but by environmental conditions such as weather and road accessibility.

#### 4. *Anchoring in Community Belongingness and Support*

Amid the physical dangers and emotional fatigue of teaching in landslide-prone areas, the community emerges as a vital source of psychosocial support. Teachers describe their relationships with students, parents, co-teachers, and local stakeholders as central to their continued commitment and emotional stability. This social embeddedness fosters a sense of belonging that offsets the harsh realities of environmental risk and geographic isolation. Participant 2 shares how community members actively participate in school life, extending both moral and material support:

*“Kay like sa Brgy lang daan, kuan sila, kanang participate gyud sila ba sa mga kalihukan sa skwelahan. Once nga naay kinahanglan namo, naa gyud na sila... tabangan ka... mohatag pa ug food.”* (Like in the barangay alone, they really participate in school activities. Whenever we need something, they’re always there... they help you... they even provide food.)

P3 describes how the community trusts teachers as channels for their concerns, while P6 notes that the friendliness of residents contributes to his sense of safety. Support from colleagues is equally important. P5 shares that working with supportive co-teachers prevents feelings of isolation. These relationships create a sense of belonging

that helps teachers endure environmental hardship and geographic isolation.

#### 5. *Emotional Regulation through Faith, and Acceptance*

Amid physical danger, unpredictability, and professional disruption, teachers assigned in landslide-prone areas rely on emotional self-regulation strategies that enable them to continue serving despite persistent threats. These strategies include prayer, peer companionship, and cognitive reframing. Rather than viewing hardship as merely a source of distress, teachers reinterpret it as a component of their duty—a burden accepted for a greater cause. For many, faith functions as both a spiritual foundation and a pragmatic coping mechanism. Participant 1 captures this reliance on divine intervention during travel:

*“Pray! Pray rajud maam... Cge ramig pray didto...double ingat lang jud... muabot ra btaw kadugayan.”* (Pray! We really just pray, ma’am... we keep on praying there... we’re just extra careful... eventually, we’ll get through it.)

Even in moments of fear, she holds on to the belief that prayer and caution work together to ensure her safety—reframing danger not as an obstacle but as a spiritual test. Similarly, Participant 6 invokes prayer in response to life-threatening hazards:

*“Basta ing ana nga sitwasyon, mag ampo raman ko ana, ‘Lord e safety ko...’”* (Whenever I’m in that kind of situation, I just pray, “Lord, keep me safe...”)

Even as he presents himself as emotionally tough—“Dina man ko bata mahadlok pag ing ana gud”—he openly admits that faith is a vital source of inner stability when navigating dangerous terrain and the threat of landslides.

Collectively, these narratives reveal that teachers do not merely tolerate hardship; they actively reinterpret it as a meaningful part of their personal, moral, or spiritual journey. Whether by praying through storms, laughing through

disruptions, or reframing fear as mission, these teachers demonstrate adaptive emotional intelligence, grounding their persistence in conviction and inner peace.

#### 6. *Moral Commitment*

In landslide-prone teaching stations, the role of the teacher extends far beyond the traditional instructional domain. Teachers are not merely conveyors of knowledge but also serve moral stewards.

Several teachers view their extended role as a moral vocation. Participant 6 articulates this directly:

*“Murag ma excite man gud kog mga lagyo gud maam. Murag maganahan kog kuan, ganahan kog adventure para nako ba. Gusto ko mutabang pud sa mga ing ana pud nga mga lugar. Nga makahatag kog learnings pud sa mga learners.”* (I actually get excited by far-flung places, ma’am. I like the idea—it feels like an adventure to me. I want to help in areas like that. I want to be able to bring learning to the students there.)

For him, service in landslide-prone zones is not merely assigned—it is chosen, and imbued with a sense of mission.

Even in the face of trauma and loss, Participant 3 remained anchored in moral duty:

*“Bahalag ing adto ako experience... at least makapadayon ra gehapon ko sa ako trabaho ba... Although na disgrasya ko... padayon raman gehapon ko.”* (Even though that was my experience... at least I can still continue with my work... Although I had an accident... I still keep going.)

This unbroken commitment, despite personal physical harm, reflects a form of moral resilience rooted in responsibility to the learner and community. These accounts demonstrate that in landslide-prone schools, teaching becomes a total human engagement—not limited to lesson delivery but encompassing care, sacrifice, crisis

management and the embodiment of moral purpose. The hazard-prone environment, rather than weakening teacher resolve, reveals and strengthens their ethical core.

### 7. Adaptive Professional Identity and Vocational Meaning

In the face of persistent risk, geographical isolation, and institutional disruption, teachers assigned in landslide-prone schools reveal a strong, adaptive professional identity anchored in vocational meaning. Their commitment is not simply contractual but existential, grounded in a belief that teaching in these environments is a calling, not just an assignment. Many teachers expressed deep pride in their endurance and contribution, seeing their presence in vulnerable communities as a moral obligation and a meaningful part of their identity. Participant 1, despite experiencing multiple accidents and enduring environmental hardship, finds purpose in her impact:

“Though kapoy cya kay murag grabi pud ako adjustment kay from highschool teacher nya muadto kag elementary pero kung makahibaw ka sa impact sa usa ka bata... makamotivate cya... Nakatabang cya nakon para ma love pa nako ang akon trabaho karun.” (Though it's tiring because I had to make major adjustments—from being a high school teacher to being assigned in elementary—but when you realize the impact you're making on a child... it becomes motivating... It helped me love my job even more now.)

Her statement reveals how difficulty intensifies emotional investment, ultimately strengthening her love for the profession. Participant 3, who has spent seven years in the same hazard-prone school, articulates a similar transformation:

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## Analyzing Phonological Deviance of Out-of-Field English Teachers in the Big Schools of Calbayog City Division

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### Introduction

Classroom pedagogy involves teacher-learner interactions in spoken and written forms, where teachers' accurate input stabilizes learners' interlanguage, while erroneous input leads to faulty L2 utterances. Errors in second language acquisition are inevitable, shaped by L1 interference and habit formation, and serve as important indicators of learning, as highlighted by Olasehinde (2002), Mitchell and Myles (2004), and Weireesh (1991), with Error Analysis providing guidance for remedial teaching. Deviant utterances in phonology, vocabulary, and syntax may reflect communicative purposes or teaching deficiencies. In DepEd, the prevalence of Out-of-Field Teachers handling subjects outside their specialization contributes to errors in English-mediated subjects. This study examined phonological deviations committed by Out-of-Field English teachers in the big secondary schools of Calbayog City Division for the school year 2024–2025, exploring contributing factors and proposing a Language Program to improve teachers' proficiency and effectiveness.

### Methodology

The study employed purposive sampling focusing on classroom deviant utterances in L2 classes, selecting 18 junior high school teachers in Calbayog City Division who were graduates of non-

English baccalaureate programs but assigned to teach English-related subjects (English 7–10, Philippine, Afro-Asian, Anglo-American, and World Literature). Inclusion criteria included being an out-of-field teacher, having three or more years of teaching experience, and handling English subjects in Junior High School. Respondents were identified through Form 201, Teachers' Profiles (BEIS), subject loads, and verification interviews with department heads and the teachers. For data collection, the researcher obtained school principal approval and informed consent from teachers for audio and video recording of their classes. Transcriptions were verified and signed by the respondents. Additionally, a Focus Group Discussion (FGD) was conducted to identify factors influencing deviant utterances, with all recordings and transcriptions kept confidential for analysis.

### Results and Discussion

The study revealed that out-of-field English teachers in the Calbayog City Division exhibited multiple types of phonological deviance in their classrooms, including sound substitution (e.g., /f/ → /p/, /v/ → /b/, /θ/ → /t/), sound omission (dropping final consonants in plurals or past tense), sound addition/epenthesis (inserting vowels in consonant clusters), distortion of vowels and diphthongs (e.g., /ɪ/ → /i:/, flattened /eɪ/),

assimilation (e.g., "input" → "imput," "have to" → "hafta"), syllable structure changes (reducing, adding, or rearranging syllables), and prosodic deviations in stress, rhythm, and intonation. These deviations are largely attributed to L1 interference, lack of formal training in English phonology, habitual speech patterns, limited exposure to standard English models, and contextual classroom factors such as noisy environments or large class sizes.

The phonological deviance significantly affected teaching performance, as mispronunciations, incorrect stress, and intonation disrupted lesson clarity, slowed class pace due to repeated corrections, and reduced teachers' confidence in speaking English, which in turn limited classroom interaction. Students were observed to imitate these errors, leading to internalization of incorrect pronunciation, confusion between correct and incorrect forms, and reduced confidence and engagement in oral activities. The overall findings underscored that phonological competence of teachers directly impacts students' L2 acquisition, highlighting the need for targeted pronunciation training, professional development, and interventions to improve both teacher effectiveness and student English proficiency.

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# Centralized Assessment and Reporting Tool (CART): A Localized Learners' Information System and Progress Tracker

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## Introduction

Grading plays an essential role in the education system because it reflects how well students perform across different types of assessments. Although grades may seem straightforward, the process behind them is complex and influenced by both academic and non-academic factors. Some students pay little attention to grades early on, while others understand their importance and how they are determined showing how grading shapes the school experience.

At Catbalogan National Comprehensive High School (CNCHS), advisers handle large classes, and the existing Basic Classroom Information System (BCIS) has become difficult to use. Its outdated software, technical issues, and reliance on Microsoft Access often slow down the encoding and reporting of grades.

To improve this situation, the researchers created the Centralized Assessment and Reporting Tool (CART), a simple yet efficient Excel-based tool that makes grade encoding, analysis, and reporting easier and more accessible. CART offers better automation and compatibility without requiring complicated installations.

This study evaluates how effective and user-friendly CART is compared to BCIS, using the Technology Acceptance Model and the DeLone and McLean Information Systems Success Model as its framework. The project also supports DepEd Memo No. 055, s. 2025, which encourages schools to adopt digital innovations to improve assessment processes.

## Methodology

The study used a quasi-experimental pre-test-post-test

design to compare the effectiveness of the newly developed CART with the existing BCIS. This design allowed the researchers to measure changes in teachers' efficiency before and after using each system. Descriptive statistics were applied to describe the participants' profiles, while t-tests were used to examine differences within and between the two groups.

A total of 72 teachers from Catbalogan National Comprehensive High School participated during SY 2024–2025. Through purposive sampling, the teachers were evenly divided into two groups: 36 teachers trained to use CART and 36 teachers who continued using BCIS. Most respondents were women aged 31–40, held Teacher I–III positions, and had intermediate digital literacy.

Three tools were used for data collection:

- A demographic survey to gather personal and professional information;
- Pre-tests and post-tests to measure competence in managing student data; and
- A usability questionnaire based on PEOU, PU, SRL, SQ, FC, and CIU to assess CART's accessibility and user experience.
- Data analysis was done using Microsoft Excel and SPSS, with a significance level set at 0.05.

## Results and Discussion

### 1. Demographic Profile of the Respondents

Most respondents (61.11%) were **intermediate digital users**, showing readiness to adapt to new technological tools like CART.

### 3. Comparison of Post-Test Mean Score

The significant difference in post-test means ( $p = 0.000$ ) indicates that **CART**

Variable	Category	Frequency	Percentage
Age	31–40	28	38.89%
Sex	Female	46	63.89%
Digital Literacy	Intermediate	44	61.11%

Table 1: Demographic Profile Result

**outperformed BCIS** in functionality and user outcomes.

### 4. Usability and Accessibility Ratings

Teachers strongly agreed that CART was accessible, efficient, and reliable scoring

Group	Mean	SD	t-value	p-value	Interpretation
CART	24.73	2.12	9.67	0.000	Significant
BCIS	17.94	2.87			

Table 3: Comparative Table for Post-test Mean Score

highest in **Continuance Intention of Use (4.73)**.

The findings of the study provide clear evidence that the Centralized Assessment and Reporting Tool (CART) significantly

Indicator	Mean	Interpretation
Perceived Ease of Use (PEOU)	4.64	Very High
Perceived Usefulness (PU)	4.72	Very High
Self-Regulated Learning Support (SRL)	4.55	Very High
System Quality (SQ)	4.68	Very High
Facilitating Conditions (FC)	4.61	Very High
Continuance Intention of Use (CIU)	4.73	Very High
<b>Overall Weighted Mean</b>	<b>4.66</b>	<b>Very High</b>

Table 4: Usability and Accessibility Rating Result

improved teachers' efficiency in managing learners' academic data when compared with the Basic Classroom Information System (BCIS). Results from the pre-test and post-test assessments showed that teachers in the experimental group using CART achieved a substantial and

statistically significant increase in competency scores, indicating enhanced accuracy, data management skills, and overall performance. On the other hand, the control group using BCIS demonstrated only a minimal and non-significant improvement, suggesting that the existing system is less effective in supporting teachers' assessment tasks. CART also received consistently high usability ratings, with Perceived Usefulness and Continuance Intention of Use obtaining the highest mean scores. These results reflect strong acceptance of the tool among teachers and affirm the principles of the Technology Acceptance Model, wherein perceived usefulness and ease of use play critical roles in technology adoption. Teachers commended CART's offline capability, automated computations, and built-in error detection, which collectively contributed to a smoother and more efficient reporting process. Notably, the tool remained accessible even for teachers with moderate levels of digital literacy. In terms of professional efficiency, CART was found to significantly reduce teachers' clerical workload, minimize encoding and

computation errors, and facilitate timely submission of reports.

Overall, the findings highlight the potential of contextually designed, low-cost digital tools to meaningfully enhance administrative and instructional practices. The effectiveness and acceptability of CART highlight the importance of user-centered design, reinforcing the perspectives of contemporary scholars who emphasize that successful educational technologies must be aligned with the needs, skills, and available infrastructure of their intended users.

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## Enhancing Retention Skills of Grade 10 Learners in English Using CORNELL Note-Taking

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### Introduction

Retention is an essential cognitive skill in the teaching–learning process, as it refers to the ability to store, process, and recall information when needed (Ahlam & Gaber, 2014; Luitz & Huitt, 2018). Strong retention skills are necessary for understanding lessons and performing well in assessments. Studies show that learners' ability to retain information greatly affects their performance in standardized tests such as PISA and NAT, which are used to

evaluate the effectiveness of educational systems (Kuswandi et al., 2020; Nababan, 2019). In PISA 2022, the Philippines ranked near the bottom in science, mathematics, and reading (OECD, 2024). Likewise, the school's NAT Grade 10 (2016–2017) results showed low performance in problem-solving (43.05%), information literacy (42.59%), and critical thinking (39.02%), indicating the need for intervention. These assessments emphasize Higher Order Thinking Skills (HOTS), which require strong retention and comprehension

abilities. Research also shows that learners forget a large portion of information shortly after learning it, which affects reading comprehension and test performance (Bakri et al., 2022).

During Collaborative Expertise (DepEd Order No. 35, s. 2016), teachers identified low retention as a common problem among learners, noting that students often forget lessons shortly after discussion. In the Integrated School, this issue is evident as learners struggle to answer recall questions, and performance frequently falls below the 75% standard,

with Grade 10 English obtaining only 47% MPS in the First Quarter Exam.

Considering the importance of retention in learning, this study used the Cornell Note-Taking Method to enhance the retention skills of Grade 10 learners in English.

### Research Questions

This study aimed to improve the retention skills of Grade 10 learners in English using the Cornell Note-Taking Method. Specifically, it sought to answer:

1. How can the retention skills of Grade 10 learners in English be improved using Cornell Note-Taking?
2. What changes are evident in learners' retention skills after the intervention?
3. How does the Cornell Note-Taking Method help improve learners' retention skills?

### Methodology

This study used an Action Research Design following the cyclical process of plan, act, observe, and reflect to address the identified problem. Both quantitative and qualitative data were collected, analyzed, and interpreted to determine the effectiveness of the intervention. The participants were 49 Grade 10 learners officially enrolled in an integrated school during School Year 2024–2025.

Data were gathered from several sources to address the problem. These included the English 10 Summative Examination results for SY 2024–2025, which provided the Mean Percentage Score and served as the basis of learners' performance in relation to the second quarter competencies. Formative assessment results were also collected to monitor learners' progress and retention skills through quizzes conducted during the intervention. Field notes were used to record actual observations, experiences, and improvements during the implementation of the intervention, while interview transcriptions documented learners' experiences, feelings, behavior,

and realizations regarding the use of the Cornell Note-Taking Method.

The study utilized teacher-made summative assessments based on the Quarter II competencies, which were validated by three English teachers to ensure content validity and objectivity. Formative assessments were given weekly in different formats such as multiple-choice, identification, cloze, and matching type tests to measure learners' retention during the intervention. An open-ended questionnaire consisting of five questions, reviewed by three English teachers, was also used to gather learners' attitudes, experiences, and opinions.

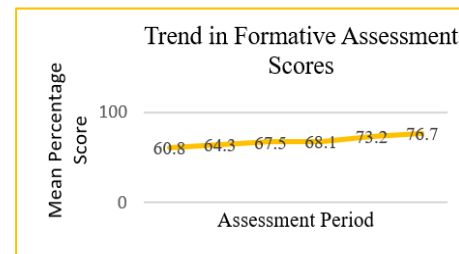
Further, numerical data were analyzed using Microsoft Excel statistical add-ins. Trend analysis was used to determine the pattern of change in learners' retention skills and to validate summative test results, while comparative analysis was used to compare the pre-intervention and post-intervention results. Qualitative data from observations and interviews were analyzed using thematic analysis (Braun & Clarke, 2006) to determine the relationship between the intervention and the observed changes in learners' retention skills.

The study observed ethical standards to protect the dignity, rights, and welfare of the participants.

### Results and Discussion

A total of six formative assessments covering each of the six subtopics in Literary Criticism- a lesson in Quarter II, were conducted to monitor learners' academic progress. The Mean Percentage Scores (MPS) recorded over these periods were as follows: 60.8, 64.3, 67.5, 68.1, 73.2, and 76.7. As shown in the line graph below, a steady upward trend can be observed, indicating continuous academic improvement among the learners.

Figure 1. Trend in Formative Assessment Scores



The increase in scores suggests that the instructional intervention positively influenced learners' retention and comprehension. The steady progression from 60.8 in the first assessment to 76.7 in the sixth reflects not only cognitive gains but also increased academic confidence and engagement.

This trend follows the findings by Fiorella and Mayer (2016), who emphasized that active note-taking strategies enhance meaningful learning and promote deeper understanding. Additionally, studies by Hayati and Jalilifar (2009) have shown that systematic note taking facilitates information encoding and retrieval, which can lead to higher learning outcomes in the assessments.

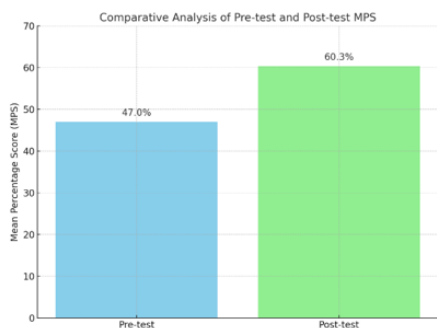
These findings imply that effective formative assessment can elevate learners' performance over time. The progressive increase in learners' scores also implies a boost in their academic motivation and confidence. When learners obtain better performance in the classroom, they become more engaged and more likely to utilize learning strategies that support their success. As stated by Zimmerman 2015, self-regulated learning techniques like structured note-taking enhance learners' motivation and self-efficacy. Therefore, it is recommended that note taking strategies be embedded in classroom routines and should be taught across learning areas to support long-term academic growth and independent learning.

The comparative results of the pre-test and post-test reveal an

improvement in learner performance following the implementation of the Cornell Note-Taking method.

Presented in Figure 2, the Pre-test Mean Percentage Score (MPS) was 47%, reflecting limited mastery of lesson content and highlighting the need for enhanced instructional strategies. After the intervention, the Post-test MPS increased to 60.3%, representing a 13.3-point gain or a 28.3% relative improvement in performance. The post-test results indicate that learners demonstrated improved retention and understanding of the topic which is attributed to the use of Cornell Note-taking method.

Figure 2. Comparative Analysis of Pre-test and Post-test



Adhikari, Neupane, and Poudyal (2025) that note-taking strategies through structured formats, led to higher academic performance and better retention compared to no structured note-taking intervention. Additionally, learners tend to retain information, especially if it is handwritten.

The increased test scores also suggest greater metacognitive engagement, an essential component of successful academic performance.

The observed MPS growth suggests that incorporating the Cornell Note-Taking method into classroom instruction enhances learners' ability to retain and organize content. This is noteworthy in English classes, where information load, vocabulary, and comprehension challenges can affect learning outcomes. The method's structure encourages critical thinking in

reviewing materials skills necessary for success in both assessments and lifelong learning contexts. The results also underscore the importance of implementing research-based strategies that support learners' cognitive development. By utilizing Cornell Notes especially with the teachers' assistance and scaffolding, learners achieved better learning outcomes.

The results revealed that the Cornell Note-Taking Method improved the retention skills of Grade 10 learners in English through several key themes. Learners showed improved recall and memory retention, as the structured format and regular review helped them remember lessons more easily. They also developed better organization and study habits because the Cornell format made notes clearer and easier to review.

Another important theme was active engagement and deeper understanding, since learners created their own questions and summaries, which helped them think more and understand the lesson better. The method also led to increased confidence and positive attitude, as learners felt happy and proud when they could answer correctly.

Learners further noted the usefulness of Cornell Notes for quizzes and future learning, showing that the strategy builds long-term study skills. However, some experienced difficulty in using English while writing notes, indicating the need for teacher support and clear instructions. Overall, the findings showed that the Cornell Note-Taking Method effectively enhanced learners' retention through better memory, organized learning, active thinking, and increased confidence.

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