

Effectiveness of Contextualized Reading Materials to The Performance of The Grade 7 Students in Filipino

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Abstract — This study was conducted to evaluate the Effectiveness of contextualized reading materials to the Performance of the Grade 7 learners in Filipino. The findings of the study were the bases for the proposed Improvement Plan. This study utilized the Quasi-Experimental research design to determine the effectiveness of the intervention. the test of difference between scores in the pretest and posttest of the Grade 7 students in Filipino subject. The test of significant difference is based on the scores gained by the grade 7 learners based on the pretest and posttest reading performance before and after the integration of the contextualized reading materials. This study was conducted to evaluate the Effectiveness of contextualized reading materials to the Performance of the Grade 7 learners in Filipino. The findings of the study were the bases for the proposed Improvement Plan. This study utilized the Quasi-Experimental research design to determine the effectiveness of the intervention. the test of difference between scores in the pretest and posttest of the Grade 7 students in Filipino subject. the test of difference between scores in the pretest and posttest of the Grade 7 students in Filipino subject. The test of significant difference is based on the scores gained by the grade 8 learners based on the pretest and posttest reading performance before and after the integration of the contextualized reading materials. Based from the results in table 3, it shows that the results of the pretest and posttest scores of the grade 7 students in Filipino that their scores before they experience the intervention is lower than the scores after they received the intervention considering that they gained weighted mean before while after the intervention is implemented which resulted to the computed T value of higher than the critical T value.

The results which based on the test of significant difference in the pretest and posttest scores of the Grade 7 respondents in reading of the Filipino subject before and after the integration of the contextualized reading materials implied that having the new intervention in testing their skills in reading is quite good considering that the result in treating the data is significantly effective having the pretest is bit lower than the posttest performance of the learners after utilizing the intervention which means that the intervention is really effective in improving the performance of the Grade 8 learners in reading compared to those learners who are not experiencing the intervention. So the hypothesis which states that there is no significant difference in the pretest and posttest reading

performance of the grade 7 learners before and after the integration of contextualized reading materials is rejected. Moreover, utilizing this intervention is really effective in improving the performance of the Grade 7 learners.

Keywords — Effectiveness Contextualized Reading Materials Grade 7 Students Filipino

I. Introduction

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

It is important that each learner should develop the skill of reading to increase the ability of understanding and interpret the meaning conveyed from the text. Therefore, learners should possess the habit of reading; develop not only the skill but the ability to comprehend with the meaning beyond its concept for according to Barrack Obama, “reading is the gateway skill that makes all other learning possible”.

As the Department of Education dreams of Filipinos whose competence empowers them to their full potentials and capabilities, the Banahao National High School primarily give focus on honing the reading readiness and comprehension skills of every learner especially the learners in grade 7 level. The grade 7 determined struggling learners should not be set aside for they need constant monitor on their progress. Teachers should know better the background of these learners for it is a crucial stage for them, entering a new environment and teachers should catch the interest especially the trust of the learner. The number of struggling learners in grade 7 increases and their reading literacy level got severely low. As a teacher, it is a failure on my job if they proceed to the next grade level without any progress happening on their reading skills. If their reading skills will not be developing, the learners will continue to struggle on their daily lessons in all learning areas and they will not be having a healthier self-image in the school.

Focusing on this problem is my priority since she know how difficult it is to learn if she cannot understand even a simple word or phrase. Reading is one of my habits since I was still an elementary student. She read but she don't understand thoroughly due to lacking of guidance from my teacher and She don't have dictionary to bring with. She am not a fast learner student that's why the process of learning is very important to me. During my studies, She realized that

increasing my vocabularies will elevate my understanding of the lessons. The more vocabularies She learned the better understanding She had.

Being an idealistic motivates me to perform well in terms of reading literacy of the student; for it is hard for me watching them struggled on their studies. Learners who belong to the bottom line in the class find no interest in coming to school anymore. In which, it's not their fault why they fail to have a good performance in the class. Helping them on their reading literacy aspect is my goal, thus they will not be afraid to come in school anymore and will gain confidence in participating in the class.

Most of the learners find difficulty in coping lessons from different learning areas. It has been observed that only few learners participated well in the class. The struggle of the learners in the class were observed due to the fact that they don't catch up with the lesson well. Most of the time, the learners choose to keep their selves in silence and once being called they don't response. However, if the statement was translated into native language the learners do understand but still need an illustration for further clarification. As a teacher in Filipino, She always got behind with my competencies due to this concern. Filipino and English lessons are attached with literature, if the learners could not understand a certain meaning of the word, then it is difficult to learn the concept as well. Most of the learners have low knowledge of vocabularies, unable to identify the translation of English word into Filipino word or vice-versa. They cannot comprehend with the direction given without translating it into our native language. There are also learners who find difficulty with their writing, aside from the misspelled words. She am referring to their hand writing. The words were written without any space given after each word. As a teacher, She did try my best to help them however; a single hand cannot do much better if there is large percentage of needs to accommodate.

There are learners who lost their interest in coming to school, received very low grades and got failed on their subjects. Some struggling learners were able to submit with the subject requirements, got a passing grade but failed to learn in real. They were promoted however, the level of knowledge still the same. As an educator, the determined struggling learners should be on the pedestal and should be given effort and time for them to experience the genuine learning. Thus, this is one of the reasons why the researcher is trying to pursue her vision to create new learning strategies that would help the teachers in making the learners improve their learning performances.

This study is conducted to determine the Effectiveness of Contextualized reading materials to the performance of Grade 7 students in Filipino in Banahao National High School, in Baybay City Division. The findings of the study were the bases for the proposed Improvement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test academic performance of the grade 7 learners in Filipino subject before the integration of Contextualized Reading Materials in the 1st Grading period?

2. What is the posttest academic performance of the grade 7 learners in Filipino subject after the integration of Contextualized Reading Materials in the 1st Grading period?
3. Is there a significant difference between the pretest and posttest performance of the grade 7 students in Filipino subject before and after the integration of Contextualized Reading Materials for the 1st Grading period?
4. What improvement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest performance of the grade 7 students in Filipino subject before and after the integration of Contextualized Reading Materials for the 1st Grading period.

II. Methodology

Design. This study utilized Quasi-Experimental research design to determine the Effectiveness of Contextualized reading materials to the performance of Grade 7 students in Filipino. The output of this study is to provide Intervention plan that will help the teachers to create a more specific intervention that would help the learners to improve their performances. This study utilized Quasi-Experimental research design to determine the Effectiveness of Contextualized Reading Materials to the performance of the Grade 7 learners in Filipino. The output of this study is to provide help to the teachers to deliver the different learning competencies in the Filipino subject and help the Grade 7 learners improved their reading skills and performances in the Filipino Subject. This study used the quasi-experimental method of research to evaluate the Contextualized reading materials to the performance of the Grade 7 learners in Filipino. In the Quasi- experimental research design, the researcher prepared the different Contextualized reading learning materials of the Grade 8 learners for them to read that focuses on the Contextualized reading materials to validate their performance or skills. Some of the skills focus in this study are the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. This is to determine how effective is the Contextualized reading materials that were crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the Grade 7 learners in the delivery of the most essential learning competencies in 1st grading period. In the Quasi- experimental research design, the researcher prepared different validated different reading materials such home-based reading materials, materials coming from the PHIL-IRI, and other reading materials that could augment in the delivery of the identified reading intervention. The aforementioned reading materials must still be based on the different most essential learning competencies in Filipino Which could be based Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the

implementation of the Contextualized reading materials based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study or if will need revision. The main local of the study is in banahaw elementary school in the Division of Baybay City. The main respondents that was chosen by the teacher-researcher was the Grade 7 learners which are composed of 35 total number of respondents which were underwent series of evaluation prior to the implementation of the different Contextualized reading materials in Filipino subject that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Grade 7 learners to gather data: The pretest performance of the Grade 8 learners before the giving of the different validated contextualized reading materials based on the identified Approach which most probably crafted based on the different needs of the Grade 8 learners. The Posttest performance of the Grade 8 learners after the implementation of Contextualized reading materials Approach, as well as the significant difference of the pretest and posttest before and after the implementation of the Contextualized reading materials as Learning Approach in the delivery of the most essential learning competencies in teaching Filipino subject for the First Grading Period. The researcher prepared different validated contextualized reading materials that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted reading materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting reading materials those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study.

Sampling. There are 35 total number of respondents who were chosen using universal sampling technique and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data. Second way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the researcher were the ff: validated Summative Test Questionnaire in Filipino in the Grade 7 learners from the Self Learning Modules that were focused on the different competencies in the 1st grading period based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 40 items. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the utilization of the Contextualized reading materials through the use of different reading coming from the PHIL-IRI, other reading materials that could augment in the delivery of the identified reading intervention as the chosen Intervention to be

given to the Grade 7 learners in the delivery of the most essential learning competencies. The 40 test item test questionnaires was prepared to validate the performance level of the Grade 7 respondents. After one month in the implementation of the Contextualized reading materials in the delivery of the most essential learning competencies in Filipino, posttest was given to the Grade 7 learners with the same test questionnaire including the Table of Specification that follows the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the Contextualized reading materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done. In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the kindergarten learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

Treatment of Data. The Effectiveness of Contextualized reading materials to the performance of Grade 7 students in Filipino. which focuses on the pre-reading and post-reading performances gained by the Grade 7 students and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 7 STUDENTS IN FILIPINO

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
26-32	Very Good	6	17
17-24	Good	11	31
9-16	Fair	15	43
1-8	Poor	3	9
Total		35	100
Weighted Mean		17.77	Good

Table 1 presents the pretest performance of the Grade 7 students in Filipino for the 1st grading period before the integration of the contextualized reading materials in evaluating the literacy skills of the grade 7 as they will be learning the different learning competencies.

The result from table 1 reflected the needs of the learners on their learning assistance. The utilization of modules during Pandemic period is not thoroughly helpful though teachers were conducted their home visitation to assist the learners on their learning. It is reflected on table 1 the needs of the learners to be in the school environment for them to have full access in every queries or concern they might have. Though the result in table 1 showed good remarks, still it is an alarming case for there were learners who belong in Poor level of performance and that the numbers of learners who belong in Fair level of performance is high. The learners who belong in Fair level of performance should also be taking cared for it is better to prevent than to resent. The result from table 1 implied that intervention should be given evidently to awaken the interest of the learners to study, for their low reading comprehension might affect not only on their learning in Filipino but in other subject areas as well.

Based from the results table 1 on the different level of performances of the Grade 7 pupils in determining their literacy skills specifically on reading performance of the grade 7 learners in Filipino for the first grading period. This result particularly on the pretest was gathered and treated before the learners were not yet experienced to the learning strategy or intervention to evaluate their reading performances. As the result shows in table 1, on the highest level of performance which is in the excellent level having the score ranging from 33-40, there were none of the evaluated respondents belong, meaning no learners has been mastered the topic/s. In the very good level of performance which was considered as the highest learning performance on this study having 26-32 scores with a class interval of 7, there were 6 respondents or 17 percent out of the

35 total number of respondents being tested for literacy skills. On the other hand, the performance skills or level having the most number of respondents is in the fair level of performance having the score ranging from 9-16 and it is composed of 15 respondents or 43 percent out of the 35 total number of respondents evaluated. The second highest number of performance level is on the good level with a score ranging from 17-24 having composed of 11 number of respondents or 31 percent. Lastly, on the poor level of performance having the score ranging from 1-8, there were 3 total number of respondents only or 9 percent our of the 35 total number of respondents being tested by the researcher in terms of their prior skills in reading in the Filipino subject.

Based from the result in table 2, implied that among the 35 total number of respondents in the Grade 7 level evaluated on their reading skills in Filipino, there are some of them who really knew already the expected skills to be learn in reading in Filipino subject. Some of the reasons for this improvement is that the Grade 7 learners really trying their best to learn the subject though it is very limited when it comes to the possible technical assistance to be given by the teachers since the approach is still limited during the time when the study is being conducted to the grade 7 learners which resulted to the weighted mean of 17.77 or in good level of performance. The researcher know that fact also that there are still learners who really need intervention/s in order for them improve their reading skills specially those learners who are in the fair level of performance. Because this particular group of learners are struggling in reading specially when the times that the DepEd advised to have no full contact to the learners in the teaching and learning process thus, they only learn through modules that were not really contextualized according to their needs so they really find difficult in learning the subject in Filipino.

Table 2
POST-TEST PERFORMANCE OF GRADE 7 STUDENTS IN FILIPINO

Score Range	Description	POST-TEST	
		Frequency	%
33-40	Excellent	17	49
26-32	Very Good	13	37
17-24	Good	5	14
9-16	Fair	0	0
1-8	Poor	0	0
Total		35	100
Weighted Mean		31.06	Very Good

Table 2 presents the posttest performance of the Grade 7 students in Filipino for the 1st grading period after the integration of the contextualized reading materials in evaluating the literacy skills of the grade 7 as they already learning the different learning competencies in

Filipino. This learning of the grade 7 learners reflects how the contextualized reading materials affects their way of learning the different competencies. It is reflected on table 2 that the utilization of contextualized reading materials is effective as intervention for the low reading comprehension of the learners. The number of learners who belong in excellent level of performance is high showing their determination to learn and that their learning interest awakened. The increase number of learners showed on table 2 signifies that the presence of the learners in school is essential for them to learn effectively and that teachers could easily give them assistance on their reading comprehension whenever they need to. The utilization of contextualized reading materials in integrating the lesson is highly a need in the class especially in Filipino as being showed from the result on table 2 the increase number of learners who belong in the excellent level of performance. It is a big help to the learners for them to have an environment that truly nurtured their learning continuously. Likewise, teaching-learning process inside the classroom became smooth through integration of topics in a contextualized manner. The implementation of the reading intervention should continue as this study showed how contextualized reading materials brought effectivity to the learning of the learners.

Based from the results table 2 on the different level of performances of the Grade 7 pupils in determining their literacy skills specifically on reading performance of the grade 7 learners in Filipino for the first grading period. This result particularly on the posttest after the integration of the intervention to the grade 8 learners was gathered and treated after they experienced to the learning strategy or intervention and after 1 month of integrating the contextualized learning materials. As the result shows in table 2, on the highest level of performance which is in the excellent level having the score ranging from 33-40, the results of the Grade 7 learners already increased knowing that there were 17 total number of the evaluated respondents belong or 49 percent from the 35 total number of respondents tested, meaning almost 50 percent of the learners have been mastered the topics presented by the teachers after implanting the activity matrix prepared. In the very good level of performance which was considered as the second to the highest learning performance on this study having 26-32 scores with a class interval of 7, it was improved from the pretest result having 13 respondents or 37 percent out of the 35 total number of respondents being tested for literacy skills. On the other hand, the performance skills or level having the most number of respondents in the pretest which is in the fair level of performance having the score ranging from 9-16 and it is composed of 15 respondents or 43 percent before has already decreased in terms on the number of respondents in the posttest having 5 respondents only or 14 percent out of the 35 total number of respondents evaluated. The second highest number of performance level before which is on the good level with a score ranging from 17-24 having composed of 11 number of respondents or 31 percent before are decreased already in the posttest having 5 total number of respondents or 14 percent only. Lastly, on the poor level of performance having the score ranging from 1-8, there were none respondents belong to this level of performance.

Based from the result in table 2, implied that among the 35 total number of respondents in the Grade 7 level evaluated on their reading skills in Filipino from the few number of learners who already knew the skills to be learn in reading in Filipino subject to majority of them already learning the skills after they already experienced the intervention for almost 4 weeks based on the specific skills introduced by the teachers. Some of the reasons for this improvement is that the Grade 8 learners are specifically given direct learning instruction on how to improve their reading skills this, technical assistance were already given by the teachers since the approach not anymore limited in teaching the learners how to improved their reading skills. The researcher know that fact also that learners really put emphasis on the intervention/s in that will help improve reading skills of the learners. From the performance of struggling learners which also been a focused on this study particularly in reading is already improved thus, they really love how their reading skills were improved for the last few weeks they experienced the intervention.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of
Grade 8 Students in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 7 Students in Filipino	Pre	17.77	2.842	0.426	Reject H _o	Significant
	Post	31.06				

Table 3 showed the how efficient the utilization of contextualized reading materials in integrating the lesson. It is reflected on the table how contextualized reading materials utilization differ to the learning towards the learning of the learner based from their Pre and Post Test scores. The utilization of contextualized reading materials is a matter of practice in integrating the lesson for based from the result on table 3, there is a high increase of numbers in the post test scores of the learners just within a period of 4 weeks. It simply reflected that the grade 7 learners' respondents to this study honed their skills in reading literacy and that they were able to comprehend and respond effectively towards the class due to the practice of utilizing the contextualized reading materials as reading intervention.

Table 3 presents the test of difference between scores in the pretest and posttest of the Grade 7 students in Filipino subject. The test of significant difference is based on the scores gained by the grade 8 learners based on the pretest and posttest reading performance before and after the integration of the contextualized reading materials. Based from the results in table 3, it shows that the results of the pretest and posttest scores of the grade 7 students in Filipino that their scores before they experience the intervention is lower than the scores after they received the intervention considering that they gained 17.77 weighted mean before while after is 31.96 which resulted to the computed T value of 2.842 which is higher than the critical T value of 0.426.

The results which based on the test of significant difference in the pretest and posttest scores of the Grade 7 respondents in reading of the Filipino subject before and after the integration of the contextualized reading materials implied that having the new intervention in testing their skills in reading is quite good considering that the result in treating the data is significantly effective having the pretest is bit lower than the posttest performance of the learners after utilizing the intervention which means that the intervention is really effective in improving the performance of the Grade 8 learners in reading compared to those learners who are not experiencing the intervention. So the hypothesis which states that there is no significant difference in the pretest and posttest reading performance of the grade 7 learners before and after the integration of contextualized reading materials is rejected. Moreover, utilizing this intervention is really effective in improving the performance of the Grade 7 learners.

IV. Conclusion

Based on the findings of the study on the integration of the contextualized reading materials significantly effective in improving the reading performance of the Grade 7 learners in Filipino considering that the materials used by the teacher-researcher is specified based on the learners need. Furthermore, it was also found that the more the learners exposed to the localized materials the more they have the eagerness to learn the subject or topics presented.

V. Recommendations

1. The improvement plan should be utilized by the teachers to futher test whether the intervention is effective to improve the reading performance of the learners.
2. In order to find the usability of the materials as well as to maintain or increase the performance of the learners, teachers should integrate the different contextualized reading materials in the delivery of the different topics in Filipino.
3. The School Principal should conduct LAC sessions in order to find the importance of the intervention to the teaching skills of the teachers and improves learning performance of the learners.
4. The School Head should conduct monitor the crafting of the different reading materials which could be an additional materials to test the literacy skills of all the learners from grade 7 to grade 10 learners.

Furthermore, the researcher allows future researchers to conduct the same study to test the effectiveness of the contextualized reading materials in validating the learning of the Grade 7 in reading specially in Filipino.

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The author is born on November 24, 1987 at Baybay City, Leyte Philippines. She finished her Bachelor of Science at Visayas State University Baybay City, Leyte. She is currently studying her Master’s Degree at Western Leyte Collage, Ormoc City, Leyte.

She is currently a Teacher in Department of Education, Schools Division of Baybay City and assigned at Banahao National High School teaching Filipino subject. She is a grade 7 adviser and was designated as Grade level Chairperson for over three years in her assigned school. She is a school paper adviser in Filipino and a Creative Writing adviser in Special Program of the Arts. She won 1st place on Sabayang Pagbigkas Contest Division Level during the Buwan ng Wika Activity on August 2017.

She is the Learning and Development focal person on her assigned school and tasked to accomplish the annual development plan of the teachers. She is handling the schools’ Income-Generating Project and a member of their school financial team.