



ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER-CREATED VIDEO LESSON TUTORIAL (TC-VLT)

Rogelio V. Mañanita, rogelio.mananita@deped.gov.ph
Shiela Marie L. Doña, shielamarie.lumbab@deped.gov.ph
Emma T. Ares, emma.ares@deped.gov.ph

Schools Division Office of Cebu Province, Region VII, Central Visayas

INTRODUCTION

Mathematics has long been recognized as one of the most challenging subjects for learners at all grade levels (Lalian, 2019; Beltran, 2021). The abstract nature of mathematical concepts, combined with a lack of foundational skills, often leads to poor academic performance. This issue has been further exacerbated by calamitous events such as COVID-19, typhoons, earthquakes, etc., which disrupted classes and deepened the struggle of many students in mathematics. In response, Republic Act No. 12028 institutionalized the Academic Recovery and Accessible Learning (ARAL) program in the Philippines to help address learning gaps while reflecting the vision of DepEd Order No. 10, s. 2024, advocating for the integration of ICT in instruction. This action research, titled "Enhancing Math Performance of Struggling Grade 9 Learners Through Teacher-Created Video Lesson Tutorial," seeks to explore the impact of using Teacher-Created Video Lesson Tutorials (TC-VLT) to improve the math performance of Grade 9 students at Calumboyan National High School. The study focuses on the school-based learning recovery initiative, particularly in mathematics. The TC-VLT used in this study is designed to be short, concept-specific, and compatible across various devices. These videos are paired with Self-Learning Modules and PowerPoint presentations, providing comprehensive learning experience. Implementation strategies include the use of learning buddies, flexible learning engagement, and the creation of supportive learning environments. The major outputs of this action research are the TC-VLTs complemented with Self-Learning Modules and PowerPoint presentations, all of which focus on addressing the identified least-learned competencies.

DISCUSSION OF RESULTS

This study employed pretest and post-test assessments to evaluate the progress in math performance of the target participants across several key competencies. These competencies included solving right triangles when the hypotenuse and an acute angle are given, solving right triangles when one leg and an acute angle are provided, solving right triangles given two legs, solving problems involving angles of elevation and depression, and applying the sine and cosine laws to solve oblique triangles. The data collected from the participants before and after the intervention are summarized in the following tables below.

Table 1: *Grade 9 Learners' Math Pretest Performance in the Identified Math Least Learned Competencies*

LEARNING COMPETENCIES	Pretest Mean (m) of Correct Responses	Post-test Mean (m) of Correct Responses	Percentage (%) Increase
Solving a Right Triangle When the Two Sides are Given	30.00	91.25	204.17
Solving Right Triangle Given a Hypotenuse and an Acute Angle	22.86	87.14	281.19
Solving a Right Triangle Given a Leg and an Acute Angle	25.56	86.67	239.08
Solving a Right Triangle Given Two Legs	30.00	97.50	225.00
Solving Angle of Elevation and Angle of Depression	27.50	90.00	227.27
Solving Oblique Triangles Using the Sine Law and Cosine Law	5.00	81.25	1525.00
Mean Percentage Scores	23.49	89.97	283.01

Table 2: *Comparative Analysis of the Pretest and Post-test Scores of the identified struggling Grade 9 Learners*

Learner Participants (LP)	Pretest Scores	Post-test Score	Post-test & Pretest Difference	% increase/decrease
LP-1	7	39	32	457.14
LP-2	9	33	24	266.68
LP-3	9	37	28	311.11
LP-4	13	37	24	184.62
LP-5	6	34	28	466.67
LP-6	10	34	24	240.00
LP-7	8	31	23	287.50
LP-8	6	30	24	400.00
LP-9	14	38	24	171.43
LP-10	7	31	24	342.86
Mean	8.9	34.4	25.5	312.80

Table 3: Significant Difference Between the Pretest and Posttest Scores of the Struggling Grade 9 Learners

Test	Mean	Variance	Computed t	Tabular Value at 0.05 level of Significance	Decision/Findings
Pretest	8.9	7.65	-28.027	2.262	There is a significant difference between the pretest and post-test scores
Posttest	34.4	10.27			

Table 4: The Effect Size of the Significant Difference Between the Pre-test and Post-test Scores of the Struggling Grade 9 Learners

Comparison Group	Cohen's d	Effect Size Interpretation
Pretest vs. Post-Test	8.47	Large (Highly noticeable or impactful)

Note: Cohen's d values are categorized as follows: small ($d=0.2$); medium ($d=0.5$); and large ($d=0.8$)

The data presented in Tables 1-4 highlight a significant improvement in the math performance of Grade 9 struggling learners at Calumboy National High School. Table 1 reveals a substantial increase in students' scores across all identified least-learned competencies, with an overall mean percentage improvement of 283.01% in the post-test compared to the pretest. Similarly, Table 2, which presents a comparative analysis of pretest and post-test scores, shows a mean difference of 25.5, equivalent to a 312.80% increase in math performance following the intervention and enhancement program.

In Table 3, which examines the significant difference between pretest and post-test scores, shows that the computed t-test value is -28.027, which is considerably smaller than the t-critical value of 2.262 at a 5% significance level. This indicates a statistically significant difference between the learners' scores before and after the intervention, suggesting that the intervention had a measurable impact on their performance. Table 4 further confirms this significant

difference between the pretest and post-test scores after the intervention.

Finally, Table 5 presents the computed value of Cohen's d, which measures the magnitude of the effect size of the significant difference. The calculated Cohen's d value is 8.47, classified as "large," indicating a very strong effect. This high effect size underscores the substantial impact of "Enhancing Math Performance of the Struggling Grade 9 Learners Through Teacher-Created Video Lesson Tutorials" intervention in improving student math performance.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Mathematics, as a subject, often presents unique challenges due to its abstract nature. Many of its concepts require deep cognitive engagement, which can be mentally exhausting for students. This mental strain can cause a decline in enthusiasm and self-efficacy, both of which are essential for academic success. When learners struggle to grasp difficult concepts, they are at risk of becoming disengaged from the subject. The complex and often detached nature of mathematical topics can make it especially hard for students to connect with the material, further compounding their difficulties. This reflection examines key insights gained from an intervention aimed at supporting struggling Grade 9 learners of Calumboy National High School, highlighting how it impacted their learning experiences.

One major realization from this intervention is that teaching is a complex and demanding profession. It requires more than just content knowledge; teachers must demonstrate dedication, creativity, and adaptability to meet the diverse needs of their students. Traditional methods of teaching, while fundamental to education, may not always be sufficient to engage all learners, particularly those who find the subject matter challenging. For students who already feel overwhelmed by the abstract nature of mathematics, conventional approaches can lead to disengagement and a lack of motivation, making it essential for educators to find more dynamic ways to reach these learners.



In response to these challenges, the integration of technology and new teaching methods proved to be invaluable in making the learning process more engaging. The Department of Education's Order No. 10, Series of 2024, emphasizes the importance of incorporating information and communication technology (ICT) into the teaching and learning process. This directive advocates for the creation of contextualized learning materials to cater to diverse learning styles and needs. The use of digital tools, such as teacher-created video lesson tutorials, offers an innovative way to present complex mathematical concepts in a more accessible and understandable manner. These video lessons allow students to learn at their own pace, revisiting difficult topics whenever necessary, thus fostering a more personalized and independent approach to learning.

The use of Teacher-Created Video Lesson Tutorial (TC-VLT), in particular, was a key element in supporting struggling learners. By enabling students to access the content outside of traditional classroom hours, they were able to process the material in their own time and at their own pace. This approach not only helps students build a deeper understanding of mathematical concepts but also encourages self-directed learning, which can be a powerful motivator for those who may feel overwhelmed in the classroom setting. The flexibility of this method provides students with the opportunity to focus on areas where they need the most improvement, promoting better retention and comprehension of the subject matter.

In addition to TC-VLT, the introduction of learning buddies, or peer tutoring, proved to be another promising strategy. By pairing students, we fostered a collaborative and supportive learning environment. Peer tutoring allows students to learn from each other, reinforcing their understanding of the material while developing important social and communication skills. This approach not only helps struggling learners grasp difficult concepts but also promotes a sense of teamwork and mutual support, which can boost confidence and engagement. The social aspect of learning in pairs or small groups makes the educational process more inclusive and helps students feel more connected to their peers and the subject.

Moreover, extending the learning engagement time beyond traditional school hours added significant value to the intervention. Allowing students to learn in a comfortable, non-pressured environment outside of the classroom gave them the flexibility to absorb information at their own pace. This extended learning time, paired with the use of TC-VLT and supplementary materials such as modules and PowerPoint presentations, provided students with a well-rounded approach to reinforcing mathematical concepts. The ability to revisit lessons and work through problems without the constraints of scheduled class time ensured that students could address gaps in their understanding and gain greater confidence in their abilities.

Ultimately, the combination of video lessons, peer tutoring, and extended learning opportunities led to a noticeable improvement in the performance of struggling learners. By blending these elements into the teaching approach, we were able to enhance both the students' understanding of mathematics and their enthusiasm for the subject. The intervention highlighted the importance of adapting teaching methods to suit the varied learning needs of students. In subjects like mathematics, which can often seem intimidating and abstract, it is crucial to use innovative strategies that engage students and foster a deeper understanding of the material.

In conclusion, this intervention reinforced the idea that teaching is not just about delivering content, but about creating an environment where students can actively engage with the material in a way that suits their individual learning styles. The success of this approach underscores the potential of combining technology, peer support, and flexible learning time to improve the academic performance of struggling learners. It also emphasizes the need for teachers to continuously innovate and adapt their methods to ensure that every student has the opportunity to succeed, especially in subjects like mathematics that may seem daunting at first.



REFERENCES

- Beltran, R. S. (2021). Effectiveness of Modular and Video Lessons in Mathematics to the Performance of Grade 5 Pupils. *International Journal of Advanced Multidisciplinary Studies*, 1(4), 202-211. Retrieved from <https://www.ijamsbbp.net/wpcontent/uploads/2021/12/IJAMS-December-25-researches-202-211.pdf>
- Department of Education. (2024). *Department Order No. 10, s. 2024: Advocating the use of information and communications technology (ICT) in teaching*
- Lalian, O. N. (2019). The effects of using video media in mathematics learning on students' cognitive and affective aspects. *AIP Conference Proceedings*. Retrieved from <https://doi.org/10.1063/1.5061865>
- Republic Act No. 12028. (2024). An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Program and Appropriating Funds Therefor. Approved October 16, 2024. Philippines



PRP-BERF on Track: *Devolving Content Creation Through Teacher-Created Video Lesson Tutorials for Q-BEDP Math Outcomes*

Research Title	Research Theme	Q-BEDP Reform Outcome (SPT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER-CREATED VIDEO LESSON TUTORIAL (TC-VLT)	Teaching and Learning. The focus on the secondary Mathematics proficiency, specifically targeting Grade 9 learners by providing localized, asynchronous video support to master complex mathematical competencies	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. The research utilizes the teacher-made digital content to modernize remediation, allowing for a “flipped” or blended learning approach that addresses the individual learning gaps.	First Lever: Decentralization Empowerment of the school mathematics department to develop their own supplementary video tutorials and complementary learning modules (CLM) tailored to the specific curriculum pace and language needs of Calumboy National High School. Second Lever: Digitalization Application. The core of the intervention is the creation and deployment of the Teacher-Created Video Lesson Tutorial (TC-VLT). These digital resources allow the students to replay lessons at their own pace, bridging the gaps between the classroom instruction and home-based remediation.	Instructional Innovation: The implementation of Teacher-Created-Video Lesson Tutorial (TC-VLT) model or framework, where struggling learners watch specific video tutorial followed by the formative exercises in their complementary modules. Resource Development: Production of Video Lessons Library and Complementary Learning Modules (CLM) specifically mapped to the Grade 9 Mathematics Most Essential Learning Competencies (MELCs) Professional Development: Dissemination via Learning Action Cells (LAC) sessions. To train fellow teachers on videotaping and editing, scriptwriting for the educational content for the Complementary Learning Modules (CLM) and managing digital repositories for classroom use.	School Level Impact: Improved Mathematics Performance. Significant increase in the test scores, with the mean percentage score rising from 5.76 (Pre-test) to 13.52 (Post-test) Proficiency Transition: The intervention successfully move the majority of the participants from “low Proficiency” to “Moving Towards Mastery,” math performance level with a highly significant computed t-value (14.23), indicating the effectiveness of the intervention program using the TC-VLT. Engagement: Qualitative feedback revealed an increase in student self-efficacy, heightened motivation, and reduced ‘Math Phobia’ as learners were given the flexibility of time to pause and rewind video lessons, allowing them to better understand difficult mathematical concepts at their own pace.	Asynchronous Support: The study highlight that Teacher- Created Video Lesson Tutorials (TC-VLT) act as a “virtual teacher” providing 24/7 technical assistance to students who lack support systems at home. Teacher as Content Creator: Moving beyond being mere consumers of the national modules, these teachers demonstrated the power of “Decentralization” lever by creating content specifically for their own learners’ context. Cost Efficiency: By using teachers’ owned gadgets and free editing software, the study provides a sustainable model for digitalization that does not rely on heavy external funding.



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City

CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the Research and Innovation titled **ENHANCING MATHEMATICS PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER-CREATED VIDEO LESSON TUTORIAL (TC-VLT)** submitted by Rogelio V. Mañanita, Emma T. Ares, and Shiela Marie Doña of Calumboy National High School of Sogod District, Division of Cebu Province, and was successfully utilized at Calumboy National High School for the all the Math Grade 9 learners. The research innovation was found to be effective among target learners, and helpful for teachers in conducting enhancement classes to improve learners' math performance.

Issued and signed this 26th day of May 2026 in SDO-Cebu Province, Sudlon, Lahug, Cebu City, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Head of Office/SDRIC Adviser



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City

CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research Committee (SDRC), has reviewed and validated that the **Action Research** titled **ENHANCING MATHEMATICS PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER-CREATED VIDEO LESSON TUTORIAL (TC-VLT)** submitted by Rogelio V. Mañanita, Emma T. Ares, and Shiela Marie Doña of Calumboy National High School of Sogod District, Division of Cebu Province, and was successfully adopted across all grade levels at Calumboy National High School. The research innovation was found to be effective among target learners and helped teachers conduct enhancement classes to improve learners' math performance.

Issued and signed this 26th day of May 2026 in SDO-Cebu Province, Sudlon, Lahug, Cebu City, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Head of Office/SDRIC Adviser



DISSEMINATION AND UTILIZATION ADVOCACIES

I. Pre-Implementation Phase *(Before)*

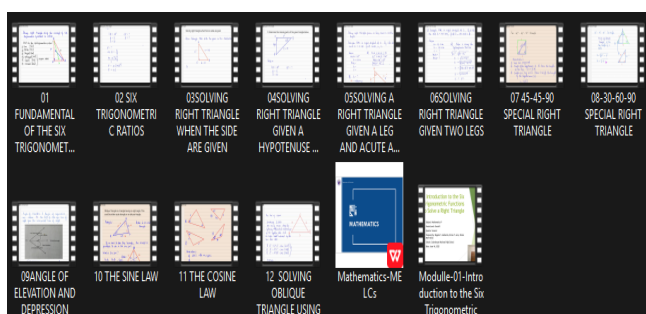
Presented the Action Research Proposal For Region 7 BERF Granting last Nov 19, 2025 and January 29, 2025 at DepEd Ecotech, Sudlon Lahug, Cebu City



Conducted Action Research Orientation of learner Participants and Parents



Develop the Video Lesson Tutorial or Teacher-Created Video Lesson Tutorial (TC-VLT)



Development of Complementary Learning Modules (CLM)

 Module 02-Solving Right Triangle Given Two Sides and an Acute Angle	08/07/2025 7:50 pm
 Module 03- Solving Right Triangle Given the Hypotenuse and an Acute Angle	04/07/2025 4:54 pm
 Module 04- Solving Right Triangle Given a Leg and an Acute Angle	08/07/2025 8:43 pm
 Module 05- Solving Right Triangle Given Two legs	08/07/2025 10:14 pm
 Module 06- Solving Problem Involving Angle of Elevation and Depression	25/08/2025 1:36 pm
 Module 07- Solving Right Triangle Using the 45 degree Special Angle	25/08/2025 2:01 pm
 Module 08- Solving Right Triangle Using the 30-30-60 degree Special Angle	25/08/2025 3:13 pm
 Module 09- Solving Oblique Traingle Using the Law of Sine	25/08/2025 11:59 am
 Module 10- Solving Oblique Traingle Using the Law of Cosine	25/08/2025 3:12 pm

Administration and/or Conduct of the Pre-test



II. Implementation Phase (During)

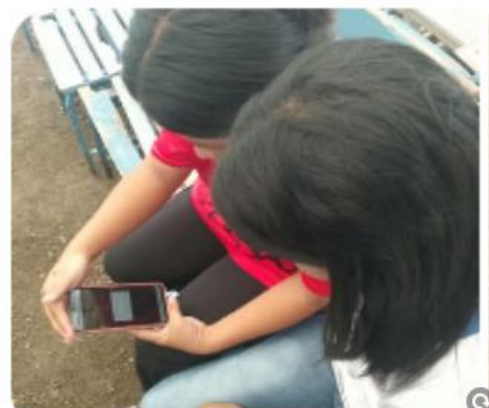
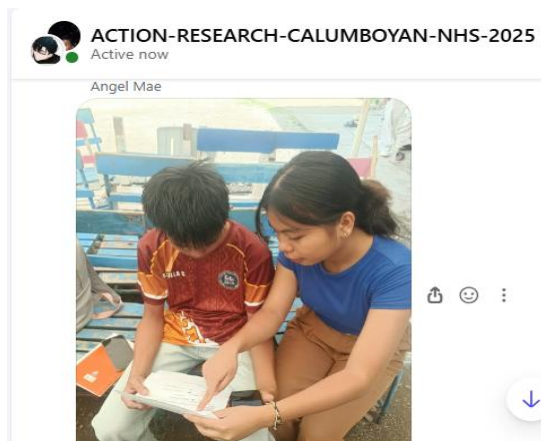
Facilitating the conduct of the in-school Action Research learning session using the Teacher-Created Video lesson Tutorials (TC-VLT)



Utilization of Teacher-Created Video Lesson Tutorials (TC-VLT) and CLM in the learners' home



Action Research Session with their Learning Buddies

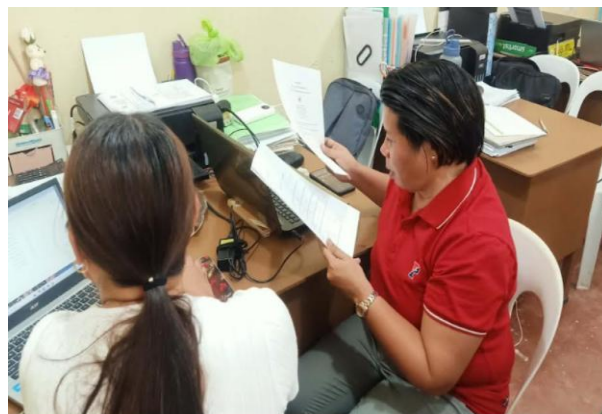


Implementation Phase (After)

Administration of the Post-test



Checking of Test Paper and
Analyzing Results



Action Research Dissemination in the school in the occasion of the SLAC Session



AR Documentation Dissemination During the Regional Mancom (Jan 2026)





RESEARCH BULLETIN

AR- Advocacy Materials shared during the Regional Mancom (Jan 2026)





Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City

RESEARCH MANAGEMENT: TRANSMITTAL LETTER FOR RESEARCH IMPLEMENTATION

December 9, 2024

SENEN PRISCOLO P. PAULIN, CESO V
Schools Division Superintendent
Division of Cebu Province
IPHO Bldg., Sudlon, Lahug, Cebu City

Sir,

Greetings!

The undersigned will be conducting an **action research** with the title “**ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER-CREATED VIDEO LESSON TUTORIALS**” to proactively respond to the educational challenges posed by the pandemic and other similar calamities as highlighted in DO 37 s. 2022, emphasizing adaptability and student-centered learning for effective recovery in **Calumboyan National High School, District of Sogod, Division of Cebu Province, Region VII.**

In this regard, the researcher(s) would like to ask for approval from your good office to conduct the study in **Calumboyan National High School, District of Sogod, Division of Cebu Province, Region VII.** Rest assured that the documents obtained from the study participants/respondents and the research setting/environment will be kept confidential.

I/ We am/ are looking forward for your positive response on this matter.

Very truly yours,


ROGELIO V. MAÑANITA
Principal I / Lead Researcher

Approved:

SENEN PRISCOLO P. PAULIN, CESO V
Schools Division Superintendent


VICTOR A. YBAÑEZ, DM, EdDD, PhD CESE
Assistant Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF SOGOD

C E R T I F I C A T I O N

RE: RESEARCH IMPLEMENTATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1. Rogelio V. Mañanita -lead Proponent	Principal -I	Calumboyán NHS
2. Emma T. Ares -2 nd Proponent	Teacher -III	Calumboyán NHS
3. Shiela Marie L. Doña- 3 rd Proponent	Teacher -III	Calumboyán NHS
Titled		

ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER- CREATED VIDEO LESSON TUTORIAL (TC-VLT)

Funded under the Basic Education Research Fund (BERF) CY 2025 Grant Facility, the research project has been implemented in accordance with the approved research work plans and timelines, and in compliance with the provisions stipulated in DepEd Order No. 16, s. 2017, otherwise known as the "Research Management Guidelines."

This further certifies that the research proponent and/or BERF grantee ethically conducted and completed all research activities across the different phases of implementation, and duly prepared and submitted all required research deliverables based on the approved research proposal as reviewed and endorsed by the Schools Division Research Committee (SDRC).

This certification is issued this 17th day of March 2026 in compliance with the requirements of the Department of Education Regional Office VII – Policy, Planning, and Research Division (PPRD) under the Policy and Research Program (PRP).


MIRAFIOR P. PRESILLAS, DevEdD
Public Schools District Supervisor



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF SOGOD

C E R T I F I C A T I O N

RE: RESEARCH UTILIZATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1. Rogelio V. Mañanita -lead Proponent	Principal -i	Calumboyán NHS
2. Emma T. Ares -2 nd Proponent	Teacher III	Calumboyán NHS
3. Shiela Marie L, Doña- 3 rd Proponent	Teacher III	Calumboyán NHS

Titled

ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER- CREATED VIDEO LESSON TUTORIAL (TC-VLT)

Funded under the Basic Education Research Fund (BERF) for CY 2025, the grant facility was effectively utilized to improve learners' academic performance, as evidenced by the significant increase in the Mean Percentage Score (MPS) from 5.76 in the pre-test to 13.52 in the post-test. This improvement moved the Grade 9 learners of Calumboyán National High School, District of Sugod, from the **"Low Proficient"** level to the **"Moving Towards Mastery"** performance level, in accordance with the provisions stipulated in DepEd Order No. 16, s. 2027, otherwise known as the "Research Management Guidelines."

Specifically, the researchers successfully utilized the findings and recommendations of the study through the implementation of newly developed strategies, interventions, and innovations aimed at enhancing teaching and learning processes and instructional practices among Grade 9 learners of Calumboyán National High School, Sugod District, Division of Cebu Province. These initiatives supported remediation activities, enrichment programs, skills enhancement, and the improved delivery of educational services within the school's functional units, including better work processes and more timely delivery of services to stakeholders.

Furthermore, this certifies that the research findings and recommendations were incorporated and utilized in the development of policies, frameworks, programs, projects, strategic operational plans, and mid-term plans such as the Enhanced School Improvement Plan (e-SIP), Annual Implementation Plan (AIP), Division Education Development Plan (DEDP), and Regional Education Development Plan (REDP). The results likewise served as valuable inputs to the School Governing Council (SGC) and School Report Card (SRC) for school planning, monitoring, and evaluation activities. Moreover, the research outputs were integrated into training programs and instructional materials, contributing to the enhancement of governance processes and instructional strategies within the school. For Means of Verification (MOVs) of the aforementioned research utilization, please refer to the attached documentary evidences and accomplishment reports for further review and reference. This certification is issued this 17th day of March 2026 in compliance with the requirements of the Department of Education, Regional Office VII – Policy, Planning, and Research Division (PPRD) under its Policy and Research Program (PRP).


MIRAFIOR P. PRESILLAS, DevEdD dD
Public Schools District Supervisor /isor



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF SOGOD

C E R T I F I C A T I O N

RE: RESEARCH DISSEMINATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1. Rogelio V. Mañanita -lead Proponent	Principal -i	Calumboyán NHS
2. Emma T. Ares -2 nd Proponent	Teacher III	Calumboyán NHS
3. Shiela Marie L. Doña- 3 rd Proponent	Teacher III	Calumboyán NHS

Titled

ENHANCING MATH PERFORMANCE OF STRUGGLING GRADE 9 LEARNERS THROUGH TEACHER- CREATED VIDEO LESSON TUTORIAL (TC-VLT)

Funded under the Basic Education Research Fund (BERF) for CY 2025, the grant facility was effectively disseminated through various platforms and settings across governance levels in accordance with the approved research work plans and timelines, and in adherence to the provisions of DepEd Order No. 16, s. 2017, otherwise known as the "Research Management Guidelines."

In particular, the researchers presented and discussed the research results and recommendations during the School Learning Action Cell (LAC) Session and the District Mathematics LAC Session. The dissemination activities were attended by district school heads and school Mathematics coordinators, thereby strengthening awareness and utilization of the research findings among educational leaders and teachers within the district.

Furthermore, the action research results and findings were formally disseminated through the issuance of School Memorandum No. 04, s. 2026, dated January 14, 2026, which encouraged teachers to analyze, evaluate, consider, and integrate the research-based strategies and interventions into their instructional practices to improve learners' academic performance.

In addition, copies of the research materials and advocacy resources were shared through the school's official group chat (GC) to ensure accessibility and wider dissemination among teaching personnel. Advocacy materials were likewise presented and showcased during the Regional MANCOM held in January 2026, further promoting the utilization and replication of the research innovations and best practices.

This certification is issued on the 17th day of March 2026 in compliance with the requirements of the Department of Education, Regional Office VII – Policy, Planning, and Research Division (PPRD) under its Policy and Research Program (PRP).


MIRAFIOR P. PRESILLAS, DevEdD
Public Schools District Supervisor