

**EFFECT OF INTEGRATING SAN MIGUEL-BIKOL DEVELOPMENTALLY
APPROPRIATE NURSERY RHYMES TO THE ENGAGEMENT OF
KINDERGARTEN PUPILS**

A Completed Action Research Report
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BERNADETTE T. TABOR
Teacher-III
Katipunan Elementary School

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ABSTRACT

TABOR, BERNADETTE T. EFFECT OF INTEGRATING SAN MIGUEL-BIKOL DEVELOPMENTALLY APPROPRIATE NURSERY RHYMES TO THE ENGAGEMENT OF KINDERGARTEN PUPILS

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Engaging young learners—particularly those in kindergarten—presents a unique challenge in early childhood education. The purpose of the study was to determine the effect of developmentally appropriate nursery rhymes to the engagement of kindergarten pupils. Specifically, it sought to answers to the following questions: (1) What is the frequency of engagement of the kindergarten pupils before the integration of Developmentally Appropriate Nursery Rhymes?; (2) What is the frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes?; and (3) Is there a significant difference between the frequency of engagement of the kindergarten pupils before and during the integration of Developmentally Appropriate Nursery Rhymes?.

The respondents of this study were the kindergarten pupils of Katipunan Elementary School for the school year 2024–2025. An observation tally sheet was utilized as the primary data collection tool to measure pupils' frequency of engagement before and during the intervention. The data gathered were then statistically analyzed using a one-tailed (right-tailed) t-test to determine whether there was a significant increase in engagement following the integration of the nursery rhymes.

The following were the findings of this study: (1) The frequency of engagement of the kindergarten pupils before the integration Developmentally Appropriate Nursery Rhymes was 74; (2) The frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes was 144; and (3) There is a significant difference between the frequency of engagement before and during the integration of San Miguel-Bikol Developmentally Nursery Rhymes. This means that intervention was effective in improving the frequency of engagement towards giving directions, instructions as well as giving a smooth transition of the blocks of time as far as classroom management is concern.

The following recommendations were made: (1) Given the substantial increase in pupil engagement, comprehension, and behavioral regulation during the integration phase, It is essential to integrate Developmentally Appropriate Nursery Rhymes into the Early Childhood Education and is recommended that San Miguel-Bikol Developmentally Appropriate Nursery Rhymes be systematically incorporated into daily instruction; (2) the effectiveness of San Miguel-Bikol nursery rhymes highlights the value of contextualized learning experiences and promote localization and cultural relevance for instruction; and (3) expand the use of Multisensory Learning Approaches. The increase in consistent engagement and improved behavioral outcomes supports the continued use of multisensory strategies—including music, movement, visual aids, gestures, and repetition

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B.T.T.

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I. Context and Rationale

Kindergarten education is a critical phase of early childhood development, where children are introduced to basic education concepts such as reading, writing, and mathematics, as well as important social and emotional skills. Reedley International School (2022) stated that Kindergarten education in the Philippines is crucial for a child's future development as it provides a nurturing environment with engaging activities, teaching fundamental knowledge and cognitive, emotional, and social skills.

According to Cadence Education (2024), kindergarten education marks the beginning of formal education for most children, which focuses on playing, singing, practical activities, and social interaction as part of the transition from home to school.

Based on the report from the UNICEF Philippines Early Childhood Education Kindergarten to Grade 4 Longitudinal Study in 2020, children attending pre-school/day care significantly improved their academic performance in mathematics and literacy, and at grade 3, they outperformed non-attending students. Thus, this implies that preschool attendance shall be mandatory as it offers long-term benefits, lasting throughout primary school.

The Philippines is implementing early childhood education initiatives to meet Sustainable Development Goals (SDG) 4 for inclusive and equitable quality education for all children.

The “Early Years Act of 2013”, also known as Republic Act (RA) No. 10410, recognizes the age from zero to eight years old as the first crucial stage of educational development and strengthens the Early Childhood Care and Development (ECCD) System. The law promotes the rights of children to survival, development and special protection with full recognition of the nature of childhood and as well as the need to provide developmentally appropriate experience to address their needs.

Republic Act 10157, also known as the “Kindergarten Education Law”, mandates kindergarten as the compulsory entry stage to basic education, providing equal opportunities for all five-year-olds to promote physical, social, emotional, and intellectual development, preparing them for school readiness.

Department of Education (DepEd) stated that this period of growth is crucial for developing self-esteem, vision of the world, and moral foundations. Teachers should provide an engaging, creative curriculum that immerses young learners in meaningful experiences, fostering emergent literacy and holistic development.

DepEd Order No. 47, s. 2016 or the “Omnibus Policy on Kindergarten Education” provides a comprehensive Kindergarten Education Policy covering the different components of implementing Kindergarten Education Program- curriculum, instruction (i.e., teaching methodologies and strategies), assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation for the standard delivery of kindergarten services. In terms of child growth and development it was stated that every child is a thinking,

moving, feeling & interactive human being able to actively participate in the learning and development of self in the context of one's family and community, including cultural and religious beliefs. Under this program it is also stipulated in one of its features stating that the Kindergarten Education Program must be engaging, creative, child-centered and follows developmentally appropriate practices which immerse the learners in meaningful experiences.

The MATATAG Kindergarten Curriculum Guide (KCG) highlights the six developmental domains which target and focus on learning competencies in literacy, language and communication, cognitive development, socio-emotional development, aesthetic/creative development, physical health and motor development, and values development. These competencies are presented in a thematic, integrated and play-based approach capturing learning areas such as Makabansa, Languages, Mathematics, GMRC, and Science in Grade 3. The framework aims to help every kindergartener transition seamlessly to the next grade level.

Despite policies supporting Early Childhood Education (ECE), Filipino children's participation remains limited, with 66% in kindergarten and 47% in pre-school, emphasizing the need for quality ECE (UNICEF Philippines, 2022).

The Assessment, Curriculum and Technology Research Centre has urged the Department of Education to prioritize improving literacy and numeracy in early learners, a priority amidst the pandemic, and providing technical support for large-scale assessments (Yang, 2022).

Describing the real situation in a Kindergarten Class, children at this stage tends to pay more attention in doing more activities rather than listening to the teacher's discussion. As they are considered as toddler they are not expected to just sit and listen, but the actual scenario is they always roam around, runs and jumps since they have a shorter attention span. Diverse development discipline is integrated into the domains since Kindergarten Curriculum does not have its subjects. The purpose of these domains is to enhance each child's abilities in their appropriate developmental stage. This ability includes creativity, thinking, skills, social skills, physical abilities, and language. To help teachers in carrying out the diverse learning activities in early childhood education (kindergarten), various themes have been set that can be used as a reference in further development.

A pertinent study conducted in the Philippines that aligns with the observations on kindergarten children's behavior and the structure of the curriculum is the research titled *"Level of Learners' Attention in the Classroom: Basis for Enhanced Classroom Intervention"* by the Department of Education Region IV-A CALABARZON. This study highlights that teacher perceive attention-related challenges among kindergarten pupils as significant issues impacting classroom management. The research emphasizes that these attention problems are influenced by various factors, including physical, emotional, social, psychological, and environmental variables. It underscores the necessity for tailored interventions to address these challenges effectively.

Furthermore, the study suggests that to foster better attention among young learners, educators need to implement strategies that motivate and engage

children actively. This aligns with the understanding that kindergarten pupils have shorter attention spans and benefit more from interactive and activity-based learning rather than prolonged periods of passive listening. The findings advocate for the integration of developmentally appropriate practices that cater to the holistic development of children, encompassing creativity, thinking skills, social interactions, physical abilities, and language development. Incorporating such insights into classroom practices can aid in designing a more responsive and effective kindergarten curriculum that acknowledges the unique developmental needs of young learners and promotes an engaging learning environment.

Discussions and lessons execution in kindergarten class are very much apart from Grades 1-6 in the elementary level. If they were simply told to do so, it takes a while, and repetition is very evident for them to act. Trying them to do or giving them direction needs to have an art of persuasion, to get more attention. Children in Kindergarten class act and follows immediately to the teacher's direction by singing of what needs to be done. The use of tune and music along instructing kindergarten pupils serves as a mood enhancer that elevates their interest to listen then follow. Transitions in routines specifically need to tag music along or sing a song to enable them to cope up at the right pacing.

This is also proven in the study of Breedlove (2021), according to him playing music is an effective and quick transitioning strategy, particularly ingenious in early childhood classrooms, where shifts throughout the day can be especially hard for such young kids to handle. Short songs can give direction to the classroom without making it feel like an unwelcome task. If there's a fun song to go along with

an activity switch, children are far less likely to stage an all-out revolution. These melodic clips can become a familiar signal to kids that it's time to wrap up their current activity and prepare to move on to the next – effectively decreasing the amount of time that transitions usually take. Instead, they'll be humming along, cleaning up, and getting into position for the upcoming task in no time.

A real-life scenario has been observed and happened in year 2013-2017 in Katipunan Elementary School wherein no routine activities were established specifically in using chants and nursery rhymes in the execution of the blocks of time, pupils then misbehave, inattentive and disorderliness are evident. Teacher just merely being verbal on what to do that sometimes repetition of calling and reminding are seen and yet some of the pupils only follow. It was teacher's dilemma in managing Kindergarten pupils from their arrival to class dismissal on how to engage properly to the teacher. It was in the year 2018 up to present were the execution of the developmentally appropriate nursery rhymes starts, which made a positive impact to the pupil's behaviour. From cleaning of toys, to sitting to preliminary activities to class dismissal, there were smooth transitions in the execution of the blocks of time. Majority also of the pupils when the teacher is starting to chant or sing, pupils already have an immediate response on what to do while singing along with the teacher. In addition, teacher does not need to have a repetition of instructions for the pupils to follow. The use of tune in commanding the pupils found to have an immediate response that makes it easier for them to follow. Furthermore, this engagement affects the performance of the pupils in terms of their socio-emotional skills and social skills that were visibly improved

particularly on how they interact with the teacher as well as to their peers. In addition, teaching of nursery rhymes has been in practice for long to enhance linguistic, cognitive, affective, and cultural attributes (Prosic-Santovac, 2015). Moreover, the use of developmentally appropriate practices in the school is not new. There are programs and projects that were implemented as far as localization or contextualization is concerned. One program that was implemented was the Project KDRIVE (Katipunan Driven Reading Initiative Via Electronic) that highlights that phonemic awareness of the pupils based on their Mother Tongue. This is played in TVs, cellphone or any electronic device. It is made accessible for the pupils with the guidance of parents and teachers. With this they can learn sounding off letters that was parent's dilemma during the time of pandemic. It's been a helpful way both for the parents and teachers in developing phonemes among children and until now it is still adapted. Basa sa Mural, 12:00 Reading Habit, Little Teacher and Lola Basyang to name some of the few programs and projects that are also implemented along literacy. These projects maximize the participation of the people from the barangay, private individual and pupils not only the teachers. A pertinent study conducted in the Philippines that aligns with your observations on the impact of nursery rhymes and musical cues in early childhood education is the research titled *"Phonological Awareness Intervention in Mother Tongue Among Filipino Kindergarten Learners"* by Marites Mercado Abdon and Aireen Barrios. This study demonstrates that integrating phonological awareness (PA) interventions in the mother tongue, specifically Batangas Tagalog, significantly enhances early reading skills among kindergarten pupils. The intervention led to

notable improvements in pupils' phonological awareness and letter knowledge, both in their mother tongue and in English. Additionally, observations revealed positive behavioral changes, including increased engagement and responsiveness during classroom activities. Because of these, children can cope and relate to their language and comprehension skills from Language 1 to Language 2 and so forth specifically learners that are primary and belong to beginner readers that are in difficulty in grasping words from text read to. To elevate children's literacy, it must start at their earlier year which is in kindergarten. Since they are innate with a lively, fun and curious personality the use of nursery rhymes are more age appropriate to begin with the intervention. It triggers their articulation of words as it requires verbal and vocal sounding. This also enables to develop their comprehension skills since they are following a certain direction and command.

With the above-mentioned situation, this research is intended to determine the effect of integrating San Miguel-Bikol developmentally appropriate nursery rhymes to kindergarten pupils as well as to teacher in terms of classroom management in Katipunan Elementary School, San Miguel South District, Schools Division of Catanduanes.

II. Innovation, Intervention and Strategy

a. San Miguel-Bikol Developmentally Appropriate Nursery Rhymes as an Innovation

The developmentally appropriate nursery rhymes that was used were the originally made chants/nursery rhymes developed by the researcher, describing

the command or instructions that was put into a tune. It is with the language of the child for them to understand and at some point, it was made within the level of understanding so that they would be able to relate or capture the message to be done.

These are the developmentally appropriate nursery rhymes per blocks of time executed in Kindergarten Class. During arrival time, it is their free-play before the lesson starts and when it's time to clean up, these are some of the developmentally appropriate nursery rhymes executed.

Table 1

San Miguel-Bikol Developmentally Appropriate Nursery Rhymes

Blocks of Time	San Miguel-Bikol Developmentally Appropriate Nursery Rhymes
After Arrival Time	<i>Saro, duwa, tolo, magligpit na kamo, apat, lima, anom, itago na sa kahon, pito, walo, siyam, sampulo, magtukaw na ang lambang saro</i>
Starting to pray	<i>Matindog na 'ta madasal, madasal, madasal, Matindog na ta madasal, Magtindog na ang gabos</i>
Meeting Time	<i>Handa na tabing mag-dangog? Opo Maam, Opo Maam, Kung handa na kamong magdangog, Dai na magpalilibok..Shhhh</i>
Circle Time 1	<i>Kuwaon nyo na ang papel, ang lapis buda ang inyong color ta mapuon na kita, pag surat buda pag drawing</i>
Before recess	<i>Bago kita makaon, maghugas muna ning kamot, gamit ang sabon, punasan pagkatapos para malinig ang kamot</i>
Circle Time 2	<i>saro, duwa, tolo sisay na ang tapos sainyo? Apat, lima, anom, ipahiling na ang ginibo, pito, walo, siyam. sampulo iligpig na ang mga gamit</i>
Indoor/Outdoor	<i>Oras na para magkawat, magkawat, magkawat, Oras na para magkawat, Handa na ba ang gabos?</i>
Wrap-Up	<i>Handa na ba, Handa na ba, Handa na ba sa masunod na giguhon?Kung iyo na, kung iyo na, magpalakpakan na."</i>

b. San Miguel-Bikol Developmentally Appropriate Nursery Rhymes as an Intervention

According to research and studies conducted by author and former teacher, Eric Jensen, Ph.D., *"Using music is an excellent way to influence or change the*

state of your students, to help with those transitions, or bring them back from a break and let them know it is time to start something new.”

DiDomenico (2017), also states that there has been a wealth of research on the topic of effective music activity integration in the elementary school classroom. The studies vary in the ways they discuss the topic and which curricular subjects they focus on, however, each of them is very positive regarding the potential of music use in the classroom. They all indicate that music has had a positive impact on the engagement level of students, their comprehension levels, and their motivation to learn.

Nowadays with the various nursery rhymes available in books and social medias sometimes pupils find it hard to sing and chant specially when it is in English language because articulation of words is not yet fully developed. Furthermore, relating to these kinds of English-made nursery rhymes is unfamiliar and unknown to them. With that connotation, this study will require contextualizing and developing nursery rhymes based on the mother tongue of the pupils. The use of developmentally appropriate nursery to kindergarten pupils able them to understand what is to be done since they can understand the nursery rhymes that was sung. This innovation was made accidentally in the year 2017, prior the preliminary activities wherein toys are everywhere, and pupils are playing around, I just sung out of nowhere “*magligpit na, magligpit na, magligpit na kamo*” and the response was immediate, from then on, since it showed to their behavior the positive response, I always incorporate developmentally appropriate nursery rhymes in transitioning blocks of time. Also, if the pupils are used to, in singing the

rhymes, they too sing along while doing a certain command. With that, smooth transitions of blocks of time were being carried away and classroom management is also evident on them. Moreover, tongue-tied pupils can practice articulating words through singing of developmentally appropriate nursery rhymes. Following and understanding a command, articulation of words, and maximizing the use of their mother tongue while enjoying the activity are some of the targets to be developed as far as teaching and learning is concern.

c. San Miguel-Bikol Developmentally Appropriate Nursery Rhymes as a Strategy

In determining the effect of this strategy to the frequency of interaction or engagement to the kindergarten pupils, this study utilized and integrated developmentally appropriate nursery rhymes. As a result, it highlights the pros and cons of the study in terms of the pupil's behavior, interaction and performance.

The San Miguel-Bikol nursery rhymes was presented to kindergarten pupils in their daily classroom activities. Before the preliminary activities, execution of developmentally appropriate nursery rhymes was done up to the next blocks of time till to the dismissal period. Every transition was different nursery rhymes depending on the activity that is done. It's the pupils signal on what blocks of time they were already in. In determining the engagement regarding the behavior of the children in using the developmentally appropriate nursery rhymes, the participant of this study was evaluated through observation using an observation tally sheet. The teacher was also expected to be giving her feedback through self-reflection.

III. Action Research Questions

This study determined the effect of developmentally appropriate nursery rhymes to the engagement of kindergarten pupils. Specifically, it sought to answer to the following questions:

1. What is the frequency of engagement of the kindergarten pupils before the integration of Developmentally Appropriate Nursery Rhymes?
2. What is the frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes?
3. Is there a significant difference between the frequency of engagement of the kindergarten pupils before and during the integration of Developmentally Appropriate Nursery Rhymes?

IV. Action Research Methods

a. Participants and/or Other Sources of Data and Information

The participants of this study were the 7 kindergarten pupils at Katipunan Elementary School, San Miguel South District. Table 2 presents that the participants of the study are 4 males and 3 females.

Table 2

Profile of the Participants

Sex	Number of Participants
Male	4
Female	3
Total	7

In determining the effect of integrating developmentally appropriate songs/ rhymes to the engagement of kindergarten pupils particularly in transitioning blocks of time, an observation tally sheet was accomplished daily and was used by a teacher-observer.

It likewise generated the varied experience, perceptions and identifies the pros and cons in integrating developmentally appropriate songs/rhymes in the classroom setting, which was necessary in providing avenue for imposing an appropriate developmentally songs/ rhymes as part of the routinely activities in classroom management as far as transitioning lessons are concerned. The experiences that were derived from the study could be shared, modified, enriched and adopted depending on the context and the environment of the schools.

b. Data Gathering Methods

This study is a quantitative research method that employed statistical analysis, observations using a tally sheet and a self-reflection. The observation tally sheet that was adapted from Clavo (2018) was utilized to determine the frequency and weighted mean before and during the integration of San Miguel-Bikol developmentally appropriate nursery rhymes. It was the observer who used the tool within 15 days to evaluate the frequency of engagement before and during the implementation of the study. After numerically interpreted, statistical data ran to analyze the relationship between the variables considered for the study.

The significant difference between the two results was analyzed using one-way t-test test, specifically right tailed. The formula used by the researcher is written below.

$$t = \frac{x - \mu}{\frac{s}{\sqrt{n}}}$$

Self-reflection was also utilized in this study to collect the experiences in the implementation of the study. This gave the opportunity to express personal feelings and thoughts without being overlooked. This allowed the teacher researcher to utilize respondents input and find out what everyone felt and thought about the study.

Tabular representations through tally sheets in recording of pupil's behavior was done manually. The data that was gathered through observation was done first since it is the initial phase in gathering the data.

The data equipped the researcher with facts regarding the effects of the intervention. These also leads to some adjustments in the implementation whether the intervention is said to be necessary or not, and or may result to some random behavior to the participants whether this would be additional burden or helpful as for teaching and learning process is concerned.

V. Discussion of the Results & Reflections

This part contains the presentation of data gathered from the group to establish the relationship between the frequency of engagement before and during

the integration of the developmentally appropriate nursery rhymes and an analysis of results of the statistical tools used and interpretation of the findings of the study.

1. Frequency of engagement of the Kindergarten Pupils before the integration of Developmentally Appropriate Nursery Rhymes

The frequency of engagement of the kindergarten pupils before the integration Developmentally Appropriate Nursery Rhymes is presented in Table 3.

Table 3

Frequency of Engagement of the Kindergarten Pupils before the Integration of Developmentally Appropriate Nursery Rhymes

Behaviour	Frequency of Occurrence
1. Listening to the teacher.	9
2. Doing the activity positively.	10
3. Singing along with the teacher.	6
4. Participating/interacting actively.	11
5. Followed the directions well.	6
6. Pupils showed an immediate and positive response.	6
7. Looking at teachers' gestures attentively.	6
8. Showed smooth transitions of blocks of time.	6
9. Aware and understand the task/s given.	8
10. Less disruptions occurred.	6
TOTAL	74

The results show that the total frequency of engagement of the kindergarten pupils before the integration of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes was 74. This score reflects limited active involvement, attentiveness, and behavioral responsiveness among pupils during typical classroom activities without the use of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes. *Listening to the teacher* (9 occurrences), while relatively higher than most other indicators, the score of 9 still reflects inconsistent

attention. It indicated that while pupils attempted to listen, they were easily distracted or disengaged due to lack of stimulation. *Doing the activity positively* (10) is the highest frequency in the dataset, it is where the pupils did engage in tasks, they did so with a positive attitude. However, this was not consistent across all children or activities, resulted at uneven engagements.

Participating/Interacting actively (11) is the highest observed behavior, this showed that some pupils were eager to be involved, which could be an indicator of their natural readiness to participate—something that can be enhanced with more engaging strategies like nursery rhymes. *Singing along with the teacher* (6), a lower frequency here may suggest that singing activities were not yet fully integrated into lessons or were not developmentally tailored to the pupils' interests, abilities and unfamiliar of the song. *Following directions well / Showing immediate and positive responses / Looking at teacher's gestures / Smooth transitions / Fewer disruptions* (all at 6). These behavioral markers showed consistently low engagement. This points to limited self-regulation, attentional control, and task understanding skills that are crucial in early childhood development and that can benefit from more interactive, rhythmic, and engaging teaching strategies.

Awareness and understanding of the tasks (8) this moderately low score implied that instructions may not have been delivered in a manner that was fully accessible or meaningful to the learners. It highlights the need for developmentally appropriate content and delivery methods. The results clearly suggest that prior to the use of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes; pupil

engagement was not at an optimal frequency. While some children demonstrated a degree of participation and positivity, most of the observed behaviors indicate low frequency of attentiveness, initiative, and sustained involvement.

The relatively low frequencies across key engagement behaviors suggest that the teaching strategies in use may not have been sufficiently aligned with the developmental stage, interests, and learning styles of young children. Traditional, static, or teacher-centered approaches failed to stimulate the curiosity and energy typical of early learners. Behaviors such as singing, responding immediately, or transitioning smoothly—all of which were weak—are often naturally stimulated through rhythmic, musical, and movement-based activities. This highlights a clear need for incorporating such strategies to better connect with the cognitive and emotional rhythms of young children. Indicators like *"less disruptions occurred"* being low suggest that lack of engagement contributed to off-task behavior. When learners are not meaningfully engaged, classroom management becomes more challenging, as children are more likely to act out due to boredom or frustration. Despite the overall low score, positive behaviors such as *participating actively* and *doing the activity positively* scored the highest. This implied that the potential for engagement is present, but the current methods are unlocking or sustaining it effectively. The findings point to the necessity of using teaching approaches that are not only academically relevant but also developmentally suitable, especially in areas like language development, social interaction, and motor coordination.

2. Frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes

The frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes is presented in Table 4.

Table 4

Frequency of engagement of the kindergarten pupils during the integration of Developmentally Appropriate Nursery Rhymes

Behavior	Frequency of Occurrence
1. Listening to the teacher.	13
2. Doing the activity positively.	15
3. Singing along with the teacher.	15
4. Participating/interacting actively.	14
5. Followed the directions well.	12
6. Pupils showed immediate and positive response.	15
7. Looking at teachers gestures attentively.	15
8. Showed smooth transitions of blocks of time.	15
9. Aware and understands the task/s given.	15
10. Less disruptions occurred.	15
TOTAL	144

The total engagement score recorded during the integration of Developmentally Appropriate Nursery Rhymes is 144. This marks a substantial improvement from the pre-integration score of 74. The dramatic increase reflects the positive impact of integrating San Miguel-Bikol developmentally appropriate nursery rhymes into the daily classroom routine. *Doing the activity positively* (15 occurrences) this maximum score indicates that all observed pupils actively and willingly participated in classroom activities when nursery rhymes were integrated.

The rhymes likely stimulated enthusiasm and enjoyment, encouraging a more participative attitude.

Singing along with the teacher (15) is a key sign of active involvement and enjoyment, this score shows that the children connected with the language, musical and rhythmic elements of the lessons. This behavior directly aligns with the nature of nursery rhymes, which are designed to be repetitive, engaging, and participatory. *Looking at the teacher's gestures attentively (15)* is the ability to focus on the teacher's non-verbal cues suggests heightened attentiveness and interest. This behavior have been encouraged by the rhythmic and visual dynamics of the nursery rhymes. *Smooth transitions of blocks of time (15)* implies that the children were able to move from one activity to another with ease and minimal disruption—a sign of increased behavioral regulation, clarity of expectations, and excitement for upcoming tasks. *Immediate and positive responses (15)*, when children responded promptly and positively, it reflects engagement at both emotional and cognitive levels.

The predictable patterns of nursery rhymes help children anticipate and engage in a structured and enjoyable manner. *Understanding of tasks (15)*, reflected a stronger grasp of lesson objectives, likely because San Miguel-Bikol DAP nursery rhymes provide repetition, simplified language, and clear context for learning. These elements support comprehension, especially for early learners. *Listening to the teacher (13)* and *following directions well (12)*, while slightly lower than the others, these are still strong indicators of improved focus and self-control.

The increased engagement in musical and interactive tasks contributed to students being more motivated to listen and comply. *Participating/interacting actively (14)*, this high score shows that pupils were not just passive recipients of knowledge but were actively contributed, engaged, and responded to peers and teachers during lessons involving nursery rhymes.

Fewer disruptions occurred (15), perhaps one of the most telling outcomes, this score reflects how increased engagement leads to better behavior management. When students are deeply involved in meaningful and enjoyable activities, behavioral issues naturally decline.

San Miguel-Bikol Developmentally Appropriate Nursery Rhymes combined auditory (hearing sounds), visual (gestures and movements), kinesthetic (actions and clapping) and language development elements. These aligned with how young children naturally learn, helped them absorb concepts more effectively and stay engaged longer. The total score of 144 not only reflects cognitive engagement but also behavioral self-regulation. Pupils showed fewer disruptions, better transitions, and more consistent focus—all of which contribute to a smoother and more productive classroom environment. The high scores in understanding and following directions suggest that San Miguel-Bikol DAP nursery rhymes enhanced comprehension. Rhythm and rhyme serve as memory aids, making it easier for pupils to remember instructions and concepts. Children are naturally drawn to fun, play-based activities. San Miguel-Bikol DAP nursery rhymes transformed learning from a task into a meaningful experience, which, in turn, motivated them to

participate more fully and consistently. The results validate the importance of adapting teaching strategies to the developmental stage of learners. The success of San Miguel-Bikol DAP nursery rhymes in engaging children emphasizes the need to move away from rigid, traditional instruction and embrace child-centered, play-based learning.

3. Significant difference between the frequency of engagement of the kindergarten pupils before and during the integration of Developmentally Appropriate Nursery Rhymes

The study examined the frequency of engagement of kindergarten pupils before and during the integration of Developmentally Appropriate Nursery Rhymes. To determine if there was a significant difference in engagement frequencies, the researcher used a one-way right-tailed t-test. This test helped compare the mean engagement scores from the two phases (before and during the integration).

Table 5

Frequency of Engagement of the Kindergarten Pupils *before* and *during* the Integration of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes

	Before	During
Mean	7.4	14.4
Percentage	49.33%	96.00%
Standard Deviation	3.82	1.16
<i>t Stat</i>	9.391486	
<i>P(T<=t)</i>	3.01E-06	
<i>t Critical</i>	1.833113	

The data shows that the frequency of occurrence in behavior of the learners *before* the integration of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes is 7.4 or 49.33% engagement frequency, while the frequency of occurrence in behavior of the learners *during* integration of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes is 14.4 with 96.00% engagement frequency. The data recorded a noticeable 46.67% growth in engagement frequency after using San Miguel-Bikol Developmentally Appropriate nursery rhymes in teaching process.

The standard deviation measures how spread out or varied the pupils' engagement scores were from the average (mean). *Before* integration, the standard deviation was 3.82, indicating a widespread in engagement frequencies. This means pupils' engagement varied significantly — some were highly engaged, while others were not engaged much at all. *During* integration, the standard deviation decreased to 1.16, indicating that the engagement scores were closer to the mean of 14.4. This suggests that most pupils were consistently highly engaged during the use of San Miguel-Bikol developmentally appropriate nursery rhymes. This only means that a higher standard deviation (3.82) *before* the intervention shows inconsistent engagement among pupils. While a lower standard deviation (1.16) *during* the intervention shows that the nursery rhymes not only increased engagement (from a mean of 7.4 to 14.4) but also unified the response, leading to more consistent participation among the children. This consistency supports the idea that the nursery rhymes were effective and well-suited to the developmental level of the pupils.

The test for significant difference in student behavior before and during using DAP Nursery rhymes showed a computed t-statistic of 9.391 and p-values of 3.01, indicating a statistically significant improvement. The extremely low p-values suggest that the likelihood of observing such a large difference in behavior by chance is virtually nonexistent. Since the calculated t-statistic far exceeds the critical t-value this provides strong evidence against the null hypothesis, which posits that there is no difference in behavior. Therefore, the null hypothesis is rejected, confirming that the San Miguel-Bikol DAP Nursery Rhymes had a significant positive impact on student behavior. The statistical results reinforce the idea that young children learn best when instructional strategies are matched to their developmental stage. Nursery rhymes are inherently rhythmic, repetitive, and multisensory - qualities that resonate with early childhood learning preferences. By embedding these into lessons, teachers created a learning environment that was fun, memorable, and accessible. The leap in mean scores from 7.4 to 14.4 reflects not just higher engagement, but better comprehension, retention, and application of knowledge.

San Miguel-Bikol DAP nursery rhymes likely provided cognitive scaffolds—like rhyme, rhythm, and repetition—that enhanced children’s ability to process and recall information. Though the t-test focused on academic scores, the improved test results are also indirect indicators of increased motivation, focused, and tasked completion. Children who enjoy learning are more likely to engage consistently, absorb content more deeply, and perform better in assessments. The significant rise in post-test scores and the lower standard deviation (1.16)

compared to the pre-test (3.82) suggest not only better performance but also more consistent outcomes across the group.

This uniformity is a positive indicator of the intervention's reliability and wide applicability among diverse learners. The clear statistical significance of the findings states that San Miguel-Bikol DAP Nursery Rhymes is more than a supplementary activity. Instead, it should be considered as an essential instructional strategy for early learners. Moreover, this study affirms key principles of early childhood pedagogy: these young learners thrive in environments that are playful, rhythmic, familiar, and culturally resonant. The rhymes likely acted as cognitive and emotional anchors, supporting both memory retention and motivation. By appealing to children's developmental stages and cultural context, the intervention enhanced both academic understanding and behavioral focus. The results advocate for a curriculum that integrates contextualization and localization in developing a nursery rhyme in a way that children could be able to relate and comprehend in an engagement-driven teaching for enhanced academic and behavioral outcomes.

With the results discussed the researcher recommends the following:

1. It is essential to integrate Developmentally Appropriate Nursery Rhymes into the Early Childhood Education
2. Promote localization and cultural relevance for instruction
3. Train Teachers in DAP-Aligned Instructional Strategies
4. Expand the Use of Multisensory Learning Approaches

VI. Action Plan

The session titled *“Dissemination of Action Research Report on the Effect of Integrating San Miguel-Bikol Developmentally Appropriate Nursery Rhymes to the Engagement of Kindergarten Pupils”* focused on introducing teachers to the use of culturally relevant and developmentally appropriate learning materials rooted in local tradition. The session highlighted how San Miguel-Bikol nursery rhymes, which reflect the language, values, and experiences of the local community, can significantly enhance engagement among young learners. By aligning teaching strategies with early childhood development principles, the training equipped educators—particularly those in kindergarten and lower grade levels—with practical, evidence-based methods to create more meaningful and inclusive classroom experiences. The dissemination of research findings further demonstrated the effectiveness of these rhymes in increasing pupil participation, reinforcing the importance of incorporating cultural identity into foundational education.

This also highlights the importance of using culturally rooted, developmentally appropriate instructional materials in early childhood education. Specifically, the training introduced the integration of San Miguel-Bikol nursery rhymes—oral traditions reflecting the language, values, and stories of the local community—as effective tools for increasing classroom engagement among young learners. The event was designed primarily for Key Stage 1 teachers, including those handling Kindergarten through Grade 3, but was also extended to teachers of higher grades managing SPED and inclusive education learners,

recognizing the broader value of culturally responsive teaching strategies in diverse classroom settings.

Table 6

Training Matrix for School-based Learning Action Cell

Time	Activity / Topic
7:30 – 8:00	Registration/ Attendance
8:00 – 8:45	Opening Program/Preliminaries
8:45 - 9:45	Presentation: The Researchers' Journey
9:45 – 10:00	Health Break
10:00 - 12:00	<p>Topic 1: Introduction to San Miguel-Bikol Developmentally Appropriate Nursery Rhymes as one of the intervention strategies to address and established classroom management.</p> <p>Speaker: BERNADETTE T. TABOR</p>
12:00 – 1:00	Lunch Break
1:00 – 2:30	<p>Topic 2: Implementing and Discussing the Effect of Integrating San Miguel-Bikol Developmentally Appropriate Nursery Rhymes to the Engagement of Kindergarten Pupils in Classroom and Feedback Strategies</p> <p>Speaker: BERNADETTE T. TABOR</p>
2:30 – 3:30	Demonstration and Presentation of developed San Miguel-Bikol Nursery Rhymes
3:30 – 3:45	Health Break
3:45 – 4:30	Dissemination of the research findings on the Effect of Integrating San Miguel-Bikol Developmentally Appropriate Nursery Rhymes to the Engagement of Kindergarten Pupils Speaker: BERNADETTE T. TABOR
4:30 – 5:00	Closing Program

The training officially opened with participant registration followed by an opening program to set the objectives of the day. The first major session, “The Researchers’ Journey,” gave participants an overview of the action research process, its rationale, and implementation in local classrooms. A key segment of the training was the presentation by Ms. Bernadette T. Tabor, who led two substantive sessions. The first focused on the introduction of San Miguel-Bikol Developmentally Appropriate Nursery Rhymes as a strategy for classroom management and learner engagement, highlighting how these rhymes support child development across multiple domains. After lunch, Ms. Tabor continued with a discussion on the actual implementation of the rhymes in classrooms and shared qualitative and quantitative findings demonstrating improved pupil participation and enthusiasm. Participants also witnessed a live demonstration and presentation of the developed nursery rhymes, showcasing their rhythm, relevance, and applicability in a real learning context. The training concluded with a formal dissemination of the research findings, affirming the intervention's success in improving kindergarten engagement. Teachers appreciated the practicality of the content and expressed enthusiasm for incorporating these materials into their own classrooms.

Given the positive feedback from participants and the research-backed success of the intervention, it is highly recommended that the use of San Miguel-Bikol nursery rhymes be extended to other schools within the division. Additional training sessions could be organized to support more teachers in developing similar culturally and developmentally appropriate materials tailored to their

learners' contexts. It is also recommended that the SDO provide support for further research initiatives that explore the integration of regional cultural content into the broader K–6 curriculum. Such efforts would not only promote meaningful learning experiences but also reinforce learners' cultural identity and appreciation for their local heritage from an early age.

To effectively disseminate the action research titled *“Effect of Integrating San Miguel-Bikol Developmentally Appropriate Nursery Rhymes to the Engagement of Kindergarten Pupils,”* after conducting it to the school level, the next phase would be presenting this at the district level, where the study will be presented during a scheduled Kindergarten Teachers' Meeting or District INSET, in coordination with the District Supervisor. This presentation will emphasize the significant improvement in pupil engagement and offer practical suggestions for implementation. At the division level, the researcher aims to participate in action research forums like BANHI organized by the Schools Division Office (SDO) of Catanduanes. A formal abstract and full research paper will be submitted for presentation, highlighting key findings and implications for classroom instruction. Furthermore, the study will be formatted according to DepEd's Learning Resource Quality Assurance standards for possible publication in the LR (Learning Resource) Portal of the SDO Catanduanes. This will allow other educators to access, review, and use the material. In addition, the researcher plans to collaborate with local language advocates and MTB-MLE coordinators to enrich the cultural and linguistic relevance of the nursery rhymes, supporting language preservation and integration. Lastly, based on the positive results, a proposal will

be developed to pilot the use of San Miguel-Bikol nursery rhymes in more kindergarten classes across the division, potentially leading to broader adoption as a supplementary resource for early learners.

VII. Financial Report

Table 7 presents the financial report of this study amounting to PhP 15,000.00.

Table 7

Activity	Cash-Out	Balance
Basic Education Research Fund	15,000.00	
Supplies, transportation and meals during the revision, finalization and submission of the action research proposal	Php. 2,650.00	12,350.00
Conduct of MOA Signing and Notary at Legazpi City (Fare, Meals, Transportation and Accommodation)	Php. 5,500.00	6,850.00
Supplies and snacks during the one-day dissemination	Php. 5,680.00	1,170.00
Printing, binding and submission of final copy of the completed action research	Php. 1,170.00	0.00

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ANNEXES

Annex 1

Letter of Approval



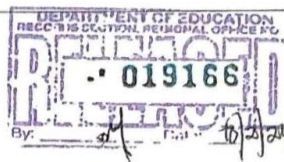
Republic of the Philippines
Department of Education
REGION V - BICOL



Office of the Assistant Regional Director

October 3, 2024

BERNADETTE T. TABOR
Teacher III
Katipunan Elementary School



Dear Ms. Tabor:

This letter of information pertains to the research proposal that received approval from the Schools Division Research Committee (SDRC) and was subsequently submitted to the Regional Research Committee (RRC) for funding through the CY 2025 Basic Education Research Fund (BERF) Grant Facility.

We are pleased to inform you, through the Regional Research Committee (RRC), that the research proposal titled **"INTEGRATING SAN MIGUEL – BIKOL DEVELOPMENTALLY APPROPRIATE NURSERY RHYMES TO THE ENGAGEMENT OF KINDERGARTEN PUPILS"** has been approved for implementation, in accordance with the provisions outlined in DepEd Order No. 16, s. 2017. To streamline funding for the BERF Facility and ensure deliverable compliance, please refer to the table below. It will also serve as documentation for liquidation.

TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
ACTION RESEARCH	FIRST TRANCHE	80 %	<ul style="list-style-type: none"> • Work Plan • Certificate of Acceptance for the Deliverable • Copy of MOA
	LAST TRANCHE	20 %	<ul style="list-style-type: none"> • Final Report • Certificate of Acceptance from Regional Research Committee (RRC) • Copy of MOA

Please note that if the research proponent fails to complete and submit the deliverables as scheduled, they will be required to return the full amount granted. This payment must be made within six (6) months, either through direct payment or salary deduction. Additionally, strict compliance with the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017, is mandated.

For any questions or further clarifications, please contact the Regional Research Committee through the **Policy, Planning, and Research Division (PPRD)**.

We look forward to the successful implementation of your research. Thank you.

Very truly yours,

BEBIANO I. SENTILLAS
Assistant Regional Director
Chair, Regional Research Committee

PPRD/hrm
10/03/2024

SGOD OFFICE
RECEIVED

Date: 10/14/24
Time: 8:45
Signature: [Signature]



Regional Center Site, Rawis, Legazpi City 4500
0969 516 9555
region5@deped.gov.ph



Annex 2

Research Proposal Application Form and Endorsement of Immediate Supervisor

RESEARCH TITLE Effect of Integrating San Miguel-Bikol Developmentally Appropriate Nursery Rhymes to the Engagement of Kindergarten Pupils	
SHORT DESCRIPTION OF THE RESEARCH The study will explore the impact of integrating developmentally appropriate nursery rhymes on the engagement of kindergarten pupils at Katipunan Elementary School, San Miguel South District. Quantitative research method will be utilized in gathering data. The primary objective is to assess the effectiveness and engagement of pupils when these nursery rhymes are implemented as part of the daily routines of kindergarten teacher. As an output, the study will produce a contextualized, originally composed Bikol-San Miguelnon developmentally appropriate nursery rhymes, designed for use in classroom management and instructional activities.	
RESEARCH CATEGORY (check only) <input type="checkbox"/> National <input type="checkbox"/> Region <input type="checkbox"/> Schools Division <input type="checkbox"/> District <input checked="" type="checkbox"/> School (check only one) <input type="checkbox"/> Action Research <input type="checkbox"/> Basic Research	RESEARCH AGENDA CATEGORY (Check only one main research theme) <input checked="" type="checkbox"/> Teaching and Learning <input type="checkbox"/> Child Protection <input type="checkbox"/> Human Resource Development <input type="checkbox"/> Governance (check up to one cross-cutting theme, if applicable) <input type="checkbox"/> DRRM (pandemic situation) <input type="checkbox"/> Gender & Development <input type="checkbox"/> Inclusive Education <input type="checkbox"/> Others (Please specify):
FUND SOURCE (e.g. BERF, SEF, others*)	Amount
Policy Research Program Fund	15,000
Total Amount	15,000

**Indicate also if proponent will use personal funds*

b. PROPONENT INFORMATION

Lead proponent/individual proponent

LAST NAME: Tabor	FIRST NAME: Bernadette	MIDDLE NAME: Tenito
BIRTHDATE (mm/dd/yyyy) 11/30/1991	SEX: Female	POSITION/DESIGNATION Teacher-III
REGION/DIVISION/SCHOOL Region V (Bicol)/Catanduanes/Kaipunan Elementary School		
Contact Number 1: 09982922387	Contact Number 2: 09605519448	Email Address: bernadette.tabor@deped.gov.ph
EDUCATIONAL ATTAINMENT (Degree Title) <i>Enumerate from bachelor's degree up to doctorate degree</i>	Title of Thesis/Related Research Project	
Bachelor of Elementary Education (BEED)		
Master of Arts in Education-Major in Educational Management	Information Communication and Technology (ICT) Literacy of Teachers in San Miguel North and South Districts	
Signature of Proponent		

IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached research proposal. I certify that the proponent has the capacity to implement a research study without compromising her office functions.

MARY JANE T. VALENZUELA

School Principal II

Date: _____

Annex 3

DECLARATION OF ANTI-PLAGIARISM

1. I, BERNADETTE T. TABOR, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/ or using some parts of their work without proper acknowledgment and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

PROPONENT: **BERNADETTE T. TABOR**

SIGNATURE: _____

DATE: _____

Annex 4

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I, BERNADETTE T. TABOR, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may held accountable by the Department of Education for any conflict of interest which I have intentionally concealed.

PROPONENT: **BERNADETTE T. TABOR**

SIGNATURE: _____

DATE: _____

Annex 5
RESEARCH QUESTIONNAIRE
STUDENT OBSERVATION TALLY SHEET
(Adapted from Clavo, Floren P., 2018)

 Date


Behaviour	Frequency of Occurrence	Total
1. Listening to the teacher.		
2. Doing the activity positively.		
3. Singing along with the teacher.		
4. Participating/interacting actively.		
5. Followed the directions well.		
6. Pupils showed immediate and positive response.		
7. Looking at teachers gestures attentively.		
8. Showed smooth transitions of blocks of time.		
9. Aware and understands the task/s given.		
10. Less disruptions occurred.		

 Teacher-Observer

Annex 6

FREQUENCY OF ENGAGEMENT

[illegible]

 CARDINAL Shipping Lines		Nº 0273506	
Tobacco City 4511 City of Tobacco Alibay Philippines CARLITO T. TARIMAN - Prop. VAT Reg TIN 141-809-505-00007			
OFFICIAL RECEIPT			
Passenger's Name (Non-Transferable)			DATE/TIME
3 0 NOV			2024
Last Name		First Name	MI
<input type="checkbox"/> STUDENT <input type="checkbox"/> SENIOR <input type="checkbox"/> CHILD <input type="checkbox"/> PWD ID No.		BOARDING TIME	
ADDRESS & TEL NO.			FARE
ROUTE			VAT
VESSEL		SEAT NO.	TOTAL
<input type="checkbox"/> Tobacco - Virac			FARE
Passenger agrees to be bound by passenger carriage conditions on at the back of this receipt, those posted in the terminal and on onboard the vessel			424

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PHILIPPINE PORTS AUTHORITY

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PTB Pier Side, Drgy. (POB) | San Andres (CAL) (CBON) Catanduanes 4310
VAT REG. TIN 000-352-232-00234

PASSENGER TERMINAL FEE

S.N. 01254767

123 JAN 2025

Name: _____ Date: _____
Address: _____ TIN: _____

10.00

KEEP TICKET FOR INSPECTION / VALID FOR ONE (1) USE ONLY

1,000 bits No. 0100001-0200000 (100x1)
OCN: 126AU20240000003030 Date Issued: October 9, 2024
NOT VALID UNLESS STAMPED ON THE BACK IN THE NAME OF PPA-PTB-TATL AND DATE ISSUED
THIS DOCUMENT IS NOT VALID FOR CLAIM OF INPUT TAXES

REPUBLIC OF THE PHILIPPINES
PHILIPPINE PORTS AUTHORITY

TMO BULAN
Purok Bangkulis, Pier 1 Zone II Pob. (Brgy. 2-West Iwaded)
Bulan, Sorsogon 4706
VAT REG. TIN 000-332-232-00138

PASSENGER TERMINAL FEE

S.N. 07330522

₱ 15.00

DATE: 21.11.2024

VAT SALES ₱ 13.38
VAT ₱ 1.62

KEEP TICKET FOR INSPECTION / VALID FOR ONE (1) USE ONLY

700 Pinos. No. 07000001 - 07700000 (100x11)
OCN: 126AU20240000000967 Date Issued: 01 Nov 2024

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THIS DOCUMENT IS NOT VALID FOR CLAIM OF INPUT TAXES



In settlement of the following	
Invoice No.	Amount
	200
Total Sales	
Less: BCPWD Discount	
Total Due	
Less: Withholding Tax	
Payment Due	200
Form of Payment	
Cash <input type="checkbox"/>	Check <input type="checkbox"/>

10 Bkts. (50x02) 0001-0500
 BIR Auth. to Print No. 007AU20230000000224
 Date Issued: 01-18-2023

CXD PRINTING PRESS & COPY STATION.
 102 Magallanes Street, Legazpi City, Albay
 TIN 433 090-216-00000

ATTY. GENELLE MAE A. MADRIGAL

Reg. 60 Puro Legazpi City, Albay 4500

Non-Vat Reg Tin: 311-798-978-00000

SERVICE INVOICE

No. 0345

(OFFICIAL RECEIPT)

DATE 01-24 20 25

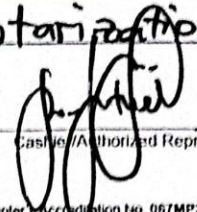
Received from BERNADETTE TABOR with TIN _____

and address at CATANDUANES engaged in the

business style of _____, the sum of

two hundred pesos pesos
 (P 200) in partial/full payment for notarization

Sr. Citizen TIN	
OSCA/PWD ID No.	Signature

By: 
 Cashier/Authorized Representative

Printer's Accreditation No. 067MP20210000000023
 Date Issued: APRIL 05, 2021

In settlement of the following:	
INVOICE NO.	AMOUNT
5 (VAT INCLUSIVE)	
AT	
/PWD DISCOUNT	
DUE	
WITHOLDING TAX	
UNT DUE	
BLE SALES	
EXEMPT SALES	
D RATED SALES	
AMOUNT	
AL SALES	650.00
FORM OF PAYMENT:	
CASH	
CHECK	

10 Bkts. (50x2) 50,001-60,000
 Authority to Print No. 1AU0002032058
 Issued 06/01/19 Valid Until 06/01/24
PRINTING PRESS. Legazpi City
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LUIS Y PURA, INC.

3rd Floor Hotel Rex Aguinaldo St. Legazpi City

VAT Reg. TIN: 005-768-603-000

Tel. #: (052) 820-2892 / 820-4613

OFFICIAL RECEIPT

Date 1-23-25

RECEIVED from Bernadette T. Tabor

Address _____

Bus. Style/Name _____ TIN _____

the sum of pesos six hundred fifty

(P 650.00)

as partial/full payment for Hotel Rex Ag 2023

Sr. Citizen TIN:	
OSCA/PWD ID No.	Signature

Authorized Signature

Printer's Accreditation No: 067MP20190000000010
 Date Issued: 03-01-2019

Nº 59938

THIS OFFICIAL RECEIPT SHALL BE VALID FOR (5) YEARS FROM THE DATE OF ATP.

PAPERPALACE SCHOOL AND OFFICE SUPPLIES
 San Jose, Virac, Catanduanes
SALES INVOICE
 VAT Reg. TIN: 743-933-065-00000
 Rhea B. Basas-Proprietor
 Date: 5/15/18

SOLD TO	
Registered Name:	Bernadeth Tagn
TIN:	
Business Address:	Catiguanan St

ITEM DESCRIPTION / NATURE OF SERVICE	QTY	UNIT	PRICE	AMOUNT
Hard Copy Sheet	2	ream	220	440
Flexstick	1	bx		75

VATable Sales	Total Sales (Vat Inclusive)
VAT	Less: VAT
Zero-Rated Sales	Amount: Net of VAT
VAT-Exempt Sales	Less: Discount (SCPWDNAAC/MOV/SP)
SCPWDNAAC/SP/	Add: VAT
MOV ID No.:	Less: Withholding Tax
SCPWDNAAC/SP/	TOTAL AMOUNT DUE
MOV Signature:	

Vat: Angel Est.
 NON-VAT REG TIN: 921-087-625-00000
 Permit's Acc: 058MP20250000000001 01-28-2025

1500 bbln. 077507-152500
 OCN 069AU202500000000794
 Date of AT: 03-03-25

Nº 078163

PAPERPALACE SCHOOL AND OFFICE SUPPLIES
 San Jose, Virac, Catanduanes
SALES INVOICE
 VAT Reg. TIN: 743-933-065-00000
 Rhea B. Basas-Proprietor
 Date: 5-16-18

SOLD TO	
Registered Name:	Bernadeth
TIN:	
Business Address:	San Miguel

ITEM DESCRIPTION / NATURE OF SERVICE	QTY	UNIT	PRICE	AMOUNT
Sliding folder	2	pc	16	32

VATable Sales	Total Sales (Vat Inclusive)
VAT	Less: VAT
Zero-Rated Sales	Amount: Net of VAT
VAT-Exempt Sales	Less: Discount (SCPWDNAAC/MOV/SP)
SCPWDNAAC/SP/	Add: VAT
MOV ID No.:	Less: Withholding Tax
SCPWDNAAC/SP/	TOTAL AMOUNT DUE
MOV Signature:	

Vat: Angel Est.
 NON-VAT REG TIN: 921-087-625-00000
 Permit's Acc: 058MP20250000000001 01-28-2025

1500 bbln. 077507-152500
 OCN 069AU202500000000794
 Date of AT: 03-03-25

Nº 078251

SHOPBOX TRADING
AND ALLIED SERVICES

MA, CLOFF R, LAYNES PROP.
SAN JOSE VIRAC CATANDUANES
VAT REG TIN: 110 330 628 000
SAM43 SP2 325 SR: R0AG85AT10000/
MIN: 10030613505867901
PTU: 1P032018-069-0159843-00000
DATE ISSUED: MARCH 12, 2018
OFFICIAL RECEIPT

DATE: 03/06/2018 TIME: 14:41

1X	0 2.00	
OFFICE SUPPLIES V		20.00
1X	0 34.00	
OFFICE SUPPLIES V		68.00
1X	0 36.00	
OFFICE SUPPLIES V		72.00
1X	0 65.00	
OFFICE SUPPLIES V		130.00
1X	0 10.00	
FOODS / DRINKS V		60.00
VAT SALES		112.50
VAT 12.000X		37.50
VAT EXEMPT		0.00
ZERO-RATED		0.00

AMT DUE	350.00
CASH	1000.00
CHANGE	650.00

CLERK 1 53014 OR# 00-243333
BUSINESS MACHINES CORP.
CARSON BLDG. ORENSE ST.
GUADALUPE NUEVO MAKATI CITY
VAT REG TIN: 000 302 982 000
ACC: 050-000302982-000026-55726
DATE ISSUED: JULY 19, 2012

CUSTOMER:
ADDRESS:
TIN:
SC/PWD:
BUSINESS STYLE:
SIGN:

SHOPBOX TRADING
AND ALLIED SERVICES

MA, CLOFF R, LAYNES PROP.
SAN JOSE VIRAC CATANDUANES
VAT REG TIN: 110 330 628 000
SAM43 SP2 325 SR: R0AG85AT10000/
MIN: 10030613505867901
PTU: 1P032018-069-0159843-00000
DATE ISSUED: MARCH 12, 2018
OFFICIAL RECEIPT

DATE: 05/17/2025 SAT TIME 14:37

1X	0 5.00	
OFFICE SUPPLIES V		5.00
1X	0 38.00	
OFFICE SUPPLIES V		38.00
2X	0 2.00	
PHOTOCOPY LASER V		4.00
1X	0 2.00	
PHOTOCOPY LASER V		2.00
1X	0 75.00	
FOODS / DRINKS V		75.00
VAT SALES		110.71
VAT 12.000X		13.29
VAT EXEMPT		0.00
ZERO-RATED		0.00

AMT DUE	124.00
CASH	124.00

ITEM 8.00xITEMS
CLERK 1 53014 OR# 00-243333
BUSINESS MACHINES CORP.
CARSON BLDG. ORENSE ST.
GUADALUPE NUEVO MAKATI CITY
VAT REG TIN: 000 302 982 000
ACC: 050-000302982-000026-55726
DATE ISSUED: JULY 19, 2012
CUSTOMER:
ADDRESS:
TIN:
SC/PWD:
BUSINESS STYLE:
SIGN:

POWERZONE - STA. ELENA
 BUS. STYLE: RETAIL SALE OF AUTOMOTIVE FUEL
 SANTA ELENA POB.
 VIRAC CAPITAL CATANDUANES
 VAT Registered TIN 004-208-567-00015
 OPERATOR: POWERZONE PETROLEUM
 PRODUCTS CORPORATION
 SN: DSC 0823-0511 MIN: 23082412593805712

05/24/2025 07:27 PM POS #1
 JENNIFER FRANCISCO SI #000405297

09-REGULAR
 26.168L x 76.43 P/L VAT P2,000.00
 4 WHEELS DISC
 26.17 x P4.00 (P104.67)

Sale Total P1,895.33
 CASH P1,895.33

TOTAL INVOICE P1,895.33
 TOTAL VOLUME 26.168L

VATable Sale P1,692.26
 VAT Amount P203.07
 VAT-Exempt Sale P0.00
 Zero Rated Sale P0.00

CUSTOMER NAME _____
 ADDRESS _____
 TIN _____
 BUSINESS STYLE _____

DATALOGIC SYSTEMS CORP.
 UNIT 1202 12TH FLOOR ASIAN STAR BUILDING
 ASEAN DRIVE COR. SINGAPURA LANE
 FILINVEST CORPORATE CITY, ALABANG
 MUNTINLUPA CITY 1781, PHILIPPINES
 TIN: 202-396-939-000
 SOFTWARE ACCRED. # 538202396939000012861
 ACCRED. DATE: 03/18/2005
 ACCRED. VALID UNTIL: 07/31/2025
 BIR FINAL PTUH: FPO82023-069-0400812-00015
 PERMIT TO USE DATE: 08/31/2023

Thank you, please come again.

POWERZONE - STA. ELENA
 BUS. STYLE: RETAIL SALE OF AUTOMOTIVE FUEL
 SANTA ELENA POB.
 VIRAC CAPITAL CATANDUANES
 VAT Registered TIN 004-208-567-00015
 OPERATOR: POWERZONE PETROLEUM
 PRODUCTS CORPORATION
 SN: DSC 0823-0511 MIN: 23082412593805712

05/24/2025 07:27 PM POS #1
 JENNIFER FRANCISCO SI #000405297

09-REGULAR
 1.361L x 76.43 P/L VAT P104.00

Sale Total P104.00
 CASH P104.00

TOTAL INVOICE P104.00
 TOTAL VOLUME 1.361L

VATable Sale P92.86
 VAT Amount P11.14
 VAT-Exempt Sale P0.00
 Zero Rated Sale P0.00

CUSTOMER NAME _____
 ADDRESS _____
 TIN _____
 BUSINESS STYLE _____

DATALOGIC SYSTEMS CORP.
 UNIT 1202 12TH FLOOR ASIAN STAR BUILDING
 ASEAN DRIVE COR. SINGAPURA LANE
 FILINVEST CORPORATE CITY, ALABANG
 MUNTINLUPA CITY 1781, PHILIPPINES
 TIN: 202-396-939-000
 SOFTWARE ACCRED. # 538202396939000012861
 ACCRED. DATE: 03/18/2005
 ACCRED. VALID UNTIL: 07/31/2025
 BIR FINAL PTUH: FPO82023-069-0400812-00015
 PERMIT TO USE DATE: 08/31/2023

Thank you, please come again.

[illegible]

RECEIPT

No. 108 Date 5-20-25
RECEIVED FROM BERNADETTE TABOR
THE SUM OF PESOS THREE THOUSAND ONE HUNDRED FIFTY
AS PAYMENT FOR SNACKS FOR DISSEMINATION OF
ACTION RESEARCH REPORT
P 3,180.00

SIGNATURE

HS 108

IBAYAN SIGNS & BOOKBINDING

NON-VAT Reg. TIN: 935-766-597-00000
Lalaogon St. Cavinitan 4800, Virac, Catanduanes
Noel M. Ibayan-Proprietor

Nº 000095

SERVICE INVOICE

Date: **6-7-25**

SOLD TO	<i>Bernadette Tabor</i>
Registered Name:	
TIN:	
Business Address:	

ITEM DESCRIPTION / NATURE OF SERVICE	QTY	UNIT PRICE	AMOUNT
<i>Hard bound</i>	<i>3</i>	<i>200</i>	<i>600</i>

SC/PWD/NAAC/SP/ MOV ID No.:	Total Sales
SC/PWD/NAAC/SP/ MOV Signature:	Less: Discount (SC/PWD/NAAC/MOV/SP)
	Less: Withholding Tax

TOTAL AMOUNT DUE

Virac Angel Ent.

NON VAT REG TIN: 921-067-625-000

Printer's Acc: 069MP/202500000000001

01-28-2025

10 bkts. (2x) 001-500 OCN: 069AU/202500000000657

Date of ATP: 02-19-2025

Cashier/Authorized Representative

"THIS DOCUMENT IS NOT VALID FOR CLAIM OF INPUT TAX."