



EXTENT OF DIFFERENTIATED SUPERVISION IN CULMINATING ACTIVITY TOWARDS COMMUNITY PARTICIPATION IN NAGA CITY

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Most of all, to God Almighty, who is with me, all the time.

Thank you very much.

V. C. B.

DEDICATION

To God Almighty. . .

The Giver of Life, Hope, Faith and Love . . .

ABSTRACT

EXTENT OF DIFFERENTIATED SUPERVISION IN CULMINATING ACTIVITY TOWARDS COMMUNITY PARTICIPATION IN NAGA CITY

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Teachers' differentiated supervision in research culminating activities indicate success and failure in community participation towards community development. Hence, this study determines the conceptualization of research culminating activities and its future implementation under the differentiated supervision of Investigation/Immersion/Inquiries (III) or Triple I's subject facilitators, its significant relationship between the extent of conceptualization and future implementation of research culminating activities, its significant association between the demographic profile of the respondents and the extent of differentiated supervision in the future implementation of research culminating activities, and its significant association between the research culminating activities and community participation towards community development. The descriptive-correlational survey method was used. Research findings showed that teaching years has significant association to the conceptualized and future implementation of research culminating activities but age, educational background and seminars bears no significance; the features of research culminating activities were not significant to community participation. With limited research to compare the differentiated supervision of triple I's subject facilitators both in private and

public institutions, this work formulated a 3-Saturday-Seminar-Workshop within the SDO of SHS in Naga City, Philippines.

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I. Introduction of the Research

Differentiated supervision of Investigation/Immersion/Inquiries (III) or triple I's subject facilitators was a vital component of educators in the K-12 program especially in the research culminating activity of the Grade 12 learners. It was necessary for the success of the learners' conceptualization and implementation of research culminating activities as the final research output intended to further develop the personality and communication skills of these learners to meet the community needs and determine the participation of the members in a certain community. The research culminating activity strategies of learners should cater to the needs of the society and ensure active community participation. Active participation of community members leads to capability building enhancement, thus, sustainable development of a certain locality can be achieved.

They were the bonafide teachers or educators officially appointed or hired by the Department of Education. They handled triple I's subject or sometimes termed as research project subject of Grade 12 Senior High School (SHS) in all over the country's public educational system. This subject was offered to Grade 12 SHS students after finishing Practical Research (PR) 1 and Practical Research (PR) 2. The terms that were frequently used in studying the concepts in this work, were the following: research culminating activities, triple I's subject facilitators, grade 12 learners or grade 12 students, and community or society members or community participants.

Grade 12 learners in triple I's subject conceptualized features of research culminating activities for future implementation under the differentiated supervision

of III subject facilitators. They would present the identified needs and problems of their respondents through a conceptualized research culminating activities by means of orientation, seminars, brochures, posters and other related strategies to answer the uncertainties faced by the identified families or groups in a certain locality under the differentiated supervision of their triple I's subject teacher. The participation of community members must be highly encouraged so that the goal of community development can be accomplished.

There were eight SHS institutions that offer triple I's subject at SDO, Naga City, namely: Camarines Sur National High School, Cararayan National High School, Carolina National High School, Concepcion Pequena National High School, Leon Q. Mercado High School, Naga City Science High School, Naga City School of Arts and Trades and Tinago National High School.

Community participation in the conceptualization and implementation of conceptualized research culminating activities were emphasized in the global, regional and national policies. The commitment and motivation of community members should be established in order to sustain the positive results of the research culminating activities conducted under the differentiated supervision of their III subject teachers. Members within the locality become disengaged in the participation process if there were no obvious positive effects in resolving the identified needs and problems that would lead to a sustainable community development. (Cornali, 2017).

The research culminating activities cannot be successful without the proper differentiated supervision of their triple I's subject teachers or facilitators towards

community building. The conceptualized research culminating activities that were supposed to be implemented to meet the needs or solve the problems in a certain community were identified from the study of grade 12 learners. These were in a form of seminars, trainings, conferences or other significant actions for community development to be conducted after oral defense of the said learners. Implementation of different research culminating activities would be under the differentiated supervision of triple I's subject teachers or facilitators so that grade 12 learners would be properly supervised in developing a sustainable community which was the end-result of this work.

Studying the extent of differentiated supervision of triple I's subject facilitators to the grade 12 learners' conceptualized research culminating activities depicts participation of community members once these investigative projects were implemented in Naga City. This undertaking was anchored on the following issuances to ensure that this work was within the mandate of Department of Education: DepEd Memo No. 144, s 2017, Re: How to craft an Action or Basic Researches; DepEd Order No. 16, s 2017, Re: Basic Education Research Fund (BERF); DepEd Order No. 39 s 2016, Re: Distinguishing topics in Action or Basic Research; and DepEd Order No. 43 s 2015, Re: Responding to the call for researchers. This was also in consonance with the vision, mission and core values of NAGA THRIVES in the improvement on the current classroom-based educational interventions and activities within a schoolwide, divisionwide or nationwide programs and projects for the school improvement in the 21st century.

There was a need to push through this work because implementing the conceptualized research culminating activities of learners promotes collaboration among triple I's subject teachers, selected grade 12 students and community members. It also builds confidence and competence not only on the part of the triple I's teachers and community members but more so to the chosen grade 12 learners of this endeavor. Their knowledge and experiences in Senior High School's research culminating activities can then be applied in the next level especially on building a sustainable community and its development.

As a SHS research coordinator of Camarines Sur National High School in Naga City for the past three school years (2019-2022), it had been observed that after submitting the final written output in research, particularly in triple I's subject, majority of these grade 12 learners had only conceptualized research culminating activities for implementation but they were not conducted due to some constraints. The chance of the community members' participation in solving the identified needs and problems were not applied, hence, participation to capability building of community members and community development was not materialized. Therefore, the conceptualized research culminating activities should be implemented to create positive change on the lives of the concerned and identified respondents of grade 12 learners amidst pandemic.

II. LITERATURE REVIEW

This segment presents the reviewed literature and studies which has relevance in this work. The discussion was arranged by topics, namely demographic profile, differentiated supervision, implementation of research culminating activities and community participation.

DEMOGRAPHIC PROFILE

As stipulated in the Erikson's Theory (2019), there were eight early social and moral development of an individual from infancy (0–1-year-old), early childhood (1-3 years old), play age (3-6 years old), school age (6-12 years old), adolescence (12-19 years old), early adulthood (20-25 years old), adulthood (24-64 years old) then old age (65 years old to death). But in this study, there were four stages applied in the age group of the III subject facilitators because it was based on the hiring age up to retirement age such as adolescence (12-19 years old), early adulthood (20-25 years old), adulthood (24-64 years old) then old age (65 years old to death).

On the other hand, Beltz (2019), pointed out the importance of education. Those who were more educated were more likely to live longer, live healthier lives, and were even more likely to help strangers. Investing in various types of education ensures a strong foundation of being educated. The more diverse and well-rounded triple I's subject facilitators were, the better they can perform differentiated supervision in the conceptualization and implementation of research culminating activities.

However, Anuradha (2021) distinguished the difference on the educational background between bachelor's and masteral degree holder. According to him, bachelor's degree aims to prepare the students for entry or mid-level work in their field of study and guide them towards further studies at the post-graduate level while master's degree holder focuses on training the students for more specialized positions in the chosen field or for a doctoral program in that field.

Differentiating the focus of master's degrees from doctorate degrees was given by Cascio (2021). He showed that a master's degree was designed to deepen career-oriented knowledge and skills while a doctorate degree was a heavily research-based degree, designed to develop critical research, analytical and writing skills in an effort to fill industry knowledge gaps.

Pertaining to the Philippine Professional Standards for Teachers (PPST) in the Philippine educational system, Sec. Briones of DepEd (2017) released a Department Order (DO) number 42 series of 2017, Re: The national adoption and implementation of the where career stages of DepEd teachers were described such as Career Stage 1 or Beginning Teachers, Career Stage 2 or Proficient Teachers, Career Stage 3 or Highly Proficient Teachers, and Career Stage 4 or Distinguished Teachers. Career stage 1 or beginning teachers were those who have gained the qualifications recognized for entry into the teaching profession; Career Stage 2 or Proficient Teachers, professionally independent in the application of skills vital to the teaching and learning process; Career Stage 3 or Highly Proficient Teachers, consistently display a high level of performance in their teaching practice; while Career Stage 4 or Distinguished Teachers, embody the

highest standard for teaching grounded in global best practices where they exhibited exceptional capacity to improve their own teaching practice and that of others.

It was Kini, Tara and Podolsky, Anne (2019) who stressed that teaching experience was positively associated with student achievement gains throughout a teacher's career. They claimed that as teachers gain experience in III subject, their students were more likely to do better on other measures of success beyond test scores, such as conceptualization and future implementation of research culminating activities. III subject teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district. More experienced teachers confer benefits to their colleagues, their students, and to the school as a whole. Their study suggested that policymakers should support policies and investments that (a) advance the ongoing development and professional growth of an experienced teaching workforce, and (b) increase the retention of experienced and effective teachers in III subject in SHS.

In the classification of length of service, Dr. Pa-alisbo (2017) categorized this as Neophyte (0-5 years), Semi-Veteran (6-10 years), Veteran (11 years and above).

In line with national and international conferences, Tibbs (2019), described what national and international conferences were. According to him, there was no such major difference between National and International Conferences because National Conference cover topics mostly related to the country. Its participants and

organizers come from the country itself while an international conference's may come from the country and /or outside the country.

DIFFERENTIATED SUPERVISION IN RESEARCH CULMINATING ACTIVITIES

In the theory of Kolb's cycle of learning in differentiated supervision in research culminating activities (2019), he denoted four phases: Active Experimentation, Concrete Experience, Reflective Observation and Abstract Conceptualization. In active experimentation, grade 12 learners tried to conceptualize features of research culminating activities for its future implementation based from the identified needs and problems of the respondents from their own researches; In the concrete experience, learners organized activities that should motivate respondents' participation during the implementation of the conceptualized research activities; In Reflective Observation, learners review and/or reflect on the community members' respond through their participation to the implemented research culminating activities after they conceptualized it; In Abstract Conceptualization, learners measured the strengths and weaknesses of community participation in the implemented research culminating activities after its conceptualization. III subject facilitators should closely monitor and guide their learners in the four phases of learning by means of their differentiated supervision so that the implementation of the conceptualized research culminating activities would be successful.

As claimed by Bologna (2016), she pointed out that as the world becomes more and more globalized, national education systems were shedding their uniqueness and gaining a more universal and homogeneous perspectives in the

teaching and learning process, particularly the differentiated supervision of educators to their learners particularly in research and innovation.

In accordance to Kashap (2018), he showed the five types of supervision inside the classroom such as (1) Inspection, (2) Absolute Freedom, (3) Compulsion Type, (4) Training and Direction, and (5) Democratic Leadership. In inspection, the teacher became alert about his/her duties and responsibilities on sudden circumstances when he/she was in the classroom. This type of supervision activates the teacher to have proper readiness to deliver good teaching in the classroom. Absolute freedom gave teachers the independence to deliver the kind of differentiated supervision he/she felt best for his students. Training and direction in differentiated supervision gave positive and lasting impact on the teaching performance of teachers in research culminating activities. Democratic leadership supervision points out the overall development of the educators' teaching and learning process in research culminating activities.

Also, Masten (2017) showed the seven characteristics of differentiated instructions, namely: 1. proactive, 2. more qualitative than quantitative, 3. rooted in assessment, 4. taking multiple approaches to content, process, and product, 5. student centered, 6. a blend of whole-class, group, and individual instruction, and 7. "organic" and dynamic. In Differentiated instruction, the teacher assumed that different learners have differing needs and proactively plans lessons in triple I's that provide a variety of ways to "get at" and express learning in research culminating activities. It was more qualitative than quantitative because triple I's teachers incorrectly assume that differentiating instruction means giving some

students more work to do. It was rooted in assessment that teachers understand that teaching and learning in III subject was an opportunity to know their students better. It was student centered since it operates on the premise that learning experiences in research culminating activities were most effective when they were engaging, relevant to community participation, and community development interesting to students. It was a blend of whole-class, group, and individual instruction in triple I's subject. It was "organic" and dynamic where teaching is evolutionary in making a successful implementation of the conceptualized research culminating activities.

As emphasized by Ensminger (2016), there were three barriers in the implementation of an innovation in research culminating activities which triple I's educators can be aware of. These were a.) Personal Variables; b.) Attitudinal barriers; and c.) Organizational barrier. "Personal variables," include factors like inadequate time, inadequate skills, and access to training in research culminating activities; "Attitudinal Barriers", were related to the general perception and feelings about the innovation in research culminating activities' conceptualization and its implementation; while "Organizational Barriers," were related to hardware, software, and technical support during the implementation of the conceptualized research culminating activities that would encourage community participation.

LEARNERS' IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES

As emphasized by Yu, et.al (2018), there were specific measures to be carried out in innovative education by means of the following: (1) Changing concepts of education, (2) Creating a free and active academic environment, (3)

Optimizing curriculum system, (4) Reforming teaching methods, (5) Strengthening practical teaching innovation, (6) Building innovative educational practice platform. In (1) Changing concepts of education, there was strengthening of the learners' sense of innovation which was the source power to achieve innovative education that can be implemented to the recipients of their innovative activities. (2) Creating a free and active academic environment was by means of a conducive atmosphere to the cultivation of innovative talents in research culminating activities. (3) Optimizing curriculum system, was guiding students to spontaneously learn and think about the relevant content of the conceptualized research culminating activities, and the collation of relevant learning content in the conceptualized research culminating activities for implementation would be the basis part of the final output in III subject. (4) Reforming teaching methods used multimedia teaching, discussion groups, problem-based, inquiry-based discussion and other forms of teaching methods in III subject, to cultivate students' ability to think independently. In (5) Strengthening practical teaching innovation in III subject, educational institutions should vigorously strengthen building of the practice platform. (6) Building innovative educational practice platform, was through the use of practice platform and related innovation laboratory. The school's research culminating activities was turned into a social productive force.

There were top ten reasons for innovating a research culminating activity, as claimed by Cohen (2017), these were the following: 1. For community survival, 2. For better returns, 3. For a more constant flow of innovation, 4. To take

advantage of opportunity, 5. To improve disappointing performance in community participation of society members, and 6. For the progression of human well-being.

However, Watt (2018) emphasized that a standard project typically has the following four major phases (each with its own agenda of tasks and issues): initiation, planning, implementation, and closure. Taken together, these phases represent the path a project takes from the beginning to its end and are generally referred to as the project “life cycle.”

As claimed by Serdyukov (2018), he pointed out that innovating an activity was not about “talking the talk but walking the walk”. It can make a significant difference only when it was used on a wide scale. but to create innovations were not enough, they need to be spread and used across schools and universities. To make a sizable effect, there must be implementers of research culminating activities together with favorable conditions to spread and produce a result. Implementers in turn have to be creative and motivated to do their job; they must also have freedom to innovate the implementation, security on the job to take risks, and control of what they were doing. Ultimately, they need to be trusted to do their job right. In short, there must be an “innovation-receiving system” or a “change zone” on the part of the community members.

As shown by Ensminger (2018), he showed the results of innovations in research culminating activities: Managed Change, Performance Efficacy, External Rewards, and Resources. They also claimed that raising the quality and scale of innovations in education where research culminating activities were concerned,

positively affect education, especially triple I's subject and benefit the whole society.

On the other hand, Herrera (2021) differentiated the school-based-activities from community-based-activities implementation of research culminating activities. In her diagram, she pointed out that school-based activities, features of culminating activities was the concern, engaged more in academic services, have more contact with teachers, more effective with school outcomes, and served students having problems in school while community-based activities concentrates on social undertakings, have more contact with families, more effective in social outcomes, and more likely to serve delinquent family members who need to participate during the implementation of the conceptualized research culminating activities that would to a sustainable and community development.

COMMUNITY PARTICIPATION

In the definition of Community Based Participatory Action Research (CBPAR), Burns (2015) defined as a collaborative approach to research that involved all stakeholders throughout the research process, from establishing the research questions, to developing data collection tools, to analysis and dissemination of findings by means of research culminating activities. It was a research framework that aimed to address the practical concerns of people in a community and fundamentally changes the roles of researcher and who were being researched. The CBPAR framework begins with a community's issue, proposed action, or strategy and then supports or enhances this action with research that was community based and engaging. It frames research to be

COMMUNITY BASED, that was grounded in the needs, issues, concerns, and strategies of communities and the community-based organizations that would identify their needs and problems to be solved; PARTICIPATORY, directly engaging communities and community knowledge in the research culminating activity process and its outcomes; and ACTION BASED AND ORIENTED in supporting and/or enhancing the strategic action that led to community transformation and social change.

As presented by Vera (2014), she indicated that COPAR process which stands for Community Organizing Participatory Action Research. This was a social developmental approach that aims to transform the apathetic, individualistic and voiceless poor into dynamic, participatory and politically responsive community. It has the following phases: 1. Pre-Entry Phase which was the initial phase of the organizing process where the community organizer looks for communities to be served and helped; 2. Entry Phase, sometimes called as the social preparation phase that was crucial in determining which strategies for organizing would suit to the chosen community; 3. Organization-building Phase, this entails on the formation of more formal structure and the inclusion of more formal procedure of planning, implementing, and evaluating community-wise activities ; and 4. Sustenance and Strengthening Phase Occurs when the community organization has already been established and the community members were already actively participating in community-wide undertakings.

In the definition of COPAR, Hope (2018) stressed-out that as a continuous and sustained process of educating, organizing, and mobilizing people through

community participation, action, and research. It was otherwise known as a method of people empowerment and community development through guiding them build and manage an effective organization utilizing community resources for health care mobilization and ensuring that they are efficiently equipped to be on their own in dealing or resolving their issues in the community. The following were the phases of COPAR: 1. Pre- entry phase, which involved the selection of the target community; 2. Entry phase , involves the integration process and the acquisition of relevant information necessary for the conceptualization of the community diagnosis; 3. Formation phase , when a core group was created and trained to develop their capabilities in leading their community; 4. Organization-building phase, which was considered as the most crucial stage since people were mobilized through the creation of the community health organization; and 5. Sustenance and strengthening phase, which was the end portion of COPAR where community and its people were being developed to be self- reliant with the implementation of the conceptualized research culminating activities.

The work of Erikson's Theory (2019), Beltz, Alicia (2019), Kini, Tara and Podolsky, Anne (2019) teaching, Dr. Pa-alisbo (2017) and Tibbs (2019) were found to be similar in this study because they discussed about the demographic profile of educators which connote the genuine characteristics of educators; In terms of differentiated supervision, the theory of Kolb's cycle of learning in differentiated supervision in research culminating activities (2019), Bologna (2016), Kashap (2018) Masten (2017) were found to be interrelated with this study because they presented ideas about differentiated supervision; In line with community

participation, the studies of Burns (2015), Vera (2014) and Hope (2018) were found to be lateral with the concept on community participation because they delved on society members' phases of participation.

However, the following researches' works were found different in this journey. They the studies of Ensminger (2016), Yu, et.al (2018), Cohen (2017), Watt (2018) Serdyukov (2018). Their work was considered in this work because their ideas were important in creating a creative research culminating activities.

There were gaps identified by the researcher after reviewing the different sources in making this study. Majority of the examined literature and studies delved on supervision but not more on differentiated supervision in conceptualizing a research culminating activity for future implementation that would encourage community members to participate on the said undertakings. As to the implementation of events by grade 12 learners, it was more about Community Organizing and Community Organizing Participatory Action Research (COPAR) but not on the research culminating activities that were conceptualized to be implemented in a certain community. For community participation, it was more about the participation of community members in a certain program but not merely on the research culminating activities based on the needs and problems identified by learners in Grade 12 from their studies or investigation

The study was unique because it served as the bridge of the community members to be an active participant in the conceptualized research culminating activities to be implemented by the grade 12 learners. The research culminating activities that were conceptualized for future implementation by the grade 12

learners under the differentiated supervision of III their triple I's subject teachers encouraged society members' participation towards a sustainable community development.

III. Research Questions:

This investigation determined the extent of differentiated supervision by Investigation/Inquiries/Immersion (III) or triple I's subject facilitators to the grade 12 learners' research culminating activities towards community participation in Naga City.

Specifically, it answered the following questions:

1. What is the demographic profile of the respondents of Senior High School (SHS) at SDO, Naga City?
2. What is the extent of differentiated supervision in research culminating activities to grade 12 learners along a. conceptualization b. future implementation?
3. Is there a significant relationship between the extent of conceptualization and future implementation of research culminating activities?
4. Is there a significant association between the demographic profile of the respondents and the extent of differentiated supervision in the future implementation of the conceptualized research culminating activities?
5. What are the features of the conceptualized research culminating activities for its future implementation that would encourage community participation?
6. Is there a significant association between the future implementation of a conceptualized research culminating activities and community participation towards community development?

7. What differentiated supervision skills enhancement trainings can be formulated for triple I's subject facilitators to improve community participation in research culminating activities towards sustainable community development?

IV. SCOPE AND LIMITATION

The main variables of this endeavor were the following: differentiated supervision of triple I's subject facilitators/teachers in research culminating activities, its conceptualization and future implementation by the grade 12 learners, and participation of identified community members in the future implementation of the conceptualized research culminating activities.

With regards to the research culminating activities, this will be in a form of trainings/seminars/workshops or other significant actions that would be conceptualized for its future implementation by the grade 12 learners under the differentiated supervision of their triple I's subject teachers. Making of Project Proposals was highly suggested and should be submitted to the school administrators before its implementation. This would serve as supporting document to describe what research culminating activities were all about, why the stated goals or objectives were important to be realized, and how these activities would resolve the identified needs and problems based on the studies conducted by the grade 12 learners. In return, participation of community members would be successful with the support of their key leaders in a certain locality towards community development.

V. RESEARCH METHODOLOGY

This section presents the different approaches and techniques used in conceptualizing this work.

This study was descriptive-correlational-basic research under Basic Education Research Fund (BERF) that carefully assessed and evaluated the cause-and-effect relationships between independent and dependent variables in studying the extent of differentiated supervision in research culminating activities in Naga City. The research process herein adhered to the safety and health protocol during COVID-19 pandemic.

In terms of differentiated supervision of Triple I's teachers, they were the subject facilitators who handled Inquiries/Investigation/Immersion (III) or triple I's subject. They were chosen because they have the direct differentiated supervision over the grade 12 learners who would implement the conceptualized research culminating activities after oral defense. Practical Research 1 (PR 1 or Qualitative Research) and Practical Research 2 (PR 2 or Quantitative Research) subject facilitators were not included in this work since PR 1 teachers facilitate grade 11 learners while PR 2 subject facilitators were teaching grade 12 learners during the first semester of the school year prior to III subject of the second semester of the same school year.

In line with the grade 12 learners' conceptualization and future implementation of research culminating activities after oral defense, only learners who enrolled triple I's subject were considered because they were the ones who conceptualized and would implement research culminating activities like seminars/

trainings/conferences or other significant actions to the members of an organization or institutions to encourage society members' participation towards community development.

As to community participants in this study, they were the residents who would be recipients of the conceptualized and implementation of the research culminating activities based on the identified common needs and problems of grade 12 learners from their conducted study.

DepEd public schools offering SHS program within the SDO, Naga City were the ones selected in this work to determine the extent of differentiated supervision of triple I's subject facilitators in research culminating activities of the grade 12 learners and see how they encouraged community participation. These were 1. Camarines Sur National High School (School A); 2. Cararayan National High School (School B); 3. Carolina National High School (School C); 4. Concepcion Pequena National High School (School D); 5. Leon Q. Mercado High School (School E); 6. Naga City Science High School (School F); 7. Naga City School of Arts and Trades (School G); and 8. Tinago National High School (School H). Private schools were not included because of technological advancement in this area.

Sampling

As to the respondents of this journey, they were composed of the following: Triple I's subject facilitators who were the major subject of this journey; Grade 12 learners enrolled in Triple I's subject and community members who were the future

participants of the research culminating activities. The grade 12 learners and society members were the ones who triangulated the responses of the major subject of this endeavor in order to enhance its validity.

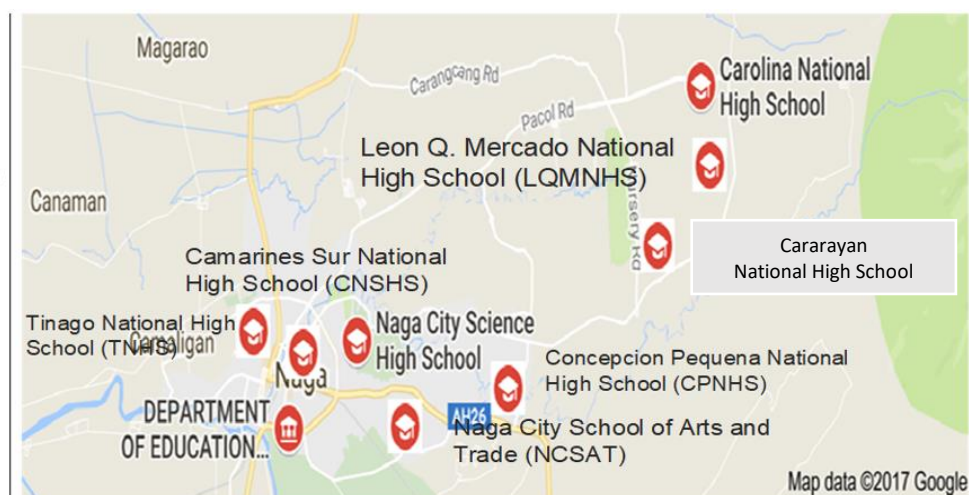
Table 1 presents the respondents and institutions where they belong. In this investigation, they were grouped into three (3) categories with their specified number: triple I's subject facilitators as the major informants of this work (40), grade 12 students who were enrolled in III subject (160), and community members as participants in the conceptualized and implemented research culminating activities (600). So, there were a total number of 800 respondents involved in this work. Please refer to page 34 how they were chosen as participants to this study.

Table 1. RESPONDENTS OF THE STUDY

SHS institutions that offer Immersion/Investigation/Inquiries subject (Triple I's)	Triple I's Subject Facilitators (Main respondents)	Grade 12 students enrolled in Triple I's subject	Community members as participants of research culminating activities
	n	n	n
1. School A	14	56	210
2. School B	3	12	45
3. School C	3	12	45
4. School D	5	20	75
5. School E	3	12	45
6. School F	5	20	75
7. School G	4	16	60
8. School H	3	12	45
SUB-TOTAL	40	160	600
TOTAL	800		
Legend: School A= Camarines Sur National High School School B=Cararayan National High School School C= Carolina National High School School D=Concepcion Pequena National High School School E= Leon Q. Mercado High School School F= Naga City Science High School School G= Naga City School of Arts and Trades School H= Tinago National High School n=frequency			

The eight (8) public schools with SHS program were termed as: 1. School A (Camarines Sur National High School); 2. School B (Cararayan National High School); 3. School C (Carolina National High School); 4. School D (Concepcion Pequena National High School); 5. School E (Leon Q. Mercado High School); 6. School F (Naga City Science High School); 7. School G (Naga City School of Arts and Trades); and 8. School H (Tinago National High School) to observe data references as part of ethical considerations in this study. Figure 1 shows the location of these institutions within SDO of Naga City.

Figure 1. Map of DepEd Senior High Schools (SHS) in Naga City
URL.www.Google. Map (2017)



The triple I's subject facilitators in the SDO of Naga City were regarded as the 100% major respondents (population) in this work because they have common experiences in differentiated supervision with learners in triple I's subject. They were also the ones who guide and direct their learners in the conceptualization and future implementation of research culminating activities in a certain community towards community development.

In terms of grade 12 learners in SHS, 10% of them were taken from the total number of students enrolled in triple I's subject who were under the differentiated supervision of triple I's subject teachers. They were also the ones who conceptualized and would implement research culminating activities under the differentiated supervision of triple I's subject facilitators in a certain community where its identified members were located.

As to community members, they were the 10% lifted from the total number of identified recipients in the research culminating activities that were conceptualized and would be implemented in their own community. These activities would be in a form of seminars/trainings/conferences or other significant actions after the oral defense of grade 12 learners under the differentiated supervision of triple I's subject teachers.

During the field testing of the questionnaires, there were 15 educators who were teaching non- triple I's related subject in SHS, 15 alumni who graduated with learning experience in triple I's subject, 15 community members that were categorized as house helpers, out-of-school youths and leaders in a certain community. These types of respondents were chosen since they were not totally involved in this investigative process and made sure all items were understandable and easy to read so that it can yield an accurate, fair and valid answers to the problems of this work. After they answer the tool, there were adjustments and modifications like vague questions were made clear, small font sizes were increased and arrangements of indicators in each parameter were corrected. They also suggested to have a short form of questionnaire, thus edited the tool but with

the approval of an expert in line with differentiated supervision in research culminating activities.

As to the subject of this work, they were chosen by means of the following techniques. To get the 10% from the total population of grade 12 learners and community participants, the researcher used the Cochran Formula:

Standard Sample Size Formula (Cochran's Formula)

$$n = \frac{z^2(pq)}{e^2}$$

n = Sample Size

z = Standard Error associated with the chosen level of confidence (Typically 1.96)

p = Variability / Standard Deviation (It can be taken from previous studies or Pilot study)

q = 1-p

e = Acceptable sample error

Formula developed by
William G. Cochran

Data Collection

The instrument used in data gathering was semi-structured where the major parameters and indicators were lifted from the reviewed literature and studies but some criteria were personally added by the researcher.

Prior to the scheduled data gathering of this work, in order to achieve validity and reliability of the instrument, it was submitted to an expert in the field of differentiated supervision of the students in terms of research culminating activities that were conceptualized for future implementation in a certain community. Next, the instrument was field tested by the respondents who were not totally connected with this work to cross check the data. After it was checked by an expert, parameters and indicators were improved to avoid confusions to the informants

rather yield accurate results the study. Instructions were properly indicated to guide the actual respondents in answering the questions of this study and saturate the data to make this work more comprehensive.

Data collection was made from the triple I's subject facilitators who were the major respondents of the study. Grade 12 learners and community members were selected to triangulate the answers given by the triple I's subject teachers. This was undertaken to have a check and balance on the data provided by the major respondents (Triple I's subject facilitators) to yield a more comprehensive analysis, conclusions, and recommendations that would fix the weaknesses and sustain the strengths of triple I's subject teachers in the differentiated supervision of conceptualized and future implementation of research culminating activities of grade 12 learners in order to motivate community participation in building a sustainable community development.

The instrument for the triple I's subject facilitators has three parts. Part I was about their demographic profile; part II, the extent of conceptualization and implementation of research culminating activities under their differentiated supervision; and part III, the association of the differentiated supervision of triple I's subject teachers and participation of community members in the conceptualized and implemented research culminating activities of the grade 12 learners that would solve the identified needs and problems in a certain locality or organization towards a sustainable community development.

Meanwhile, the questionnaire for the grade 12 learners has also three parts. Part I was about their demographic profile; part II, the extent of differentiated

supervision by their triple I's subject facilitators in the conceptualization and implementation of their research culminating activities; and part III, the association of the level of conceptualized and implemented seminars/trainings/conferences or other significant actions after oral defense under the supervision of their triple I's subject facilitators and the participation of community members in the research culminating activities that would lead to a sustainable community development.

On the other hand, the instrument of the community members has two parts and was translated from English to Filipino words to ensure that questions would be fully understood by all since their answers are vital to this study. Part I was about their demographic profile and part II was the association of the level of the conceptualized and implemented seminars/trainings/conferences or other significant actions that encouraged them to build a sustainable community development.

Likert scale was used to interpret the respondents' answers in the non-categorical data especially in obtaining the relationship and association of the differentiated supervision of triple I's subject teachers in conceptualizing and implementing their students' research culminating activities that trained community members to build a sustainable community. This was also used in determining the strengths and weaknesses of the respondent's capacity in differentiated supervision in research culminating activity towards community participation.

To reach out the triple I's subject teachers, selected grade 12 learners and community members as respondents of this work, several strategies were utilized. Since it was pandemic time, distance learning was the mode of teaching and

learning process in the Philippine educational system. To follow the agreed safety protocol policy in order to avoid transmission of this dreadful disease, COVID-19, soft copy of the survey was uploaded online to make it accessible. On the other hand, hardcopies of the instruments were included in the distribution of modules for those who have no access over the internet. This was implemented so that 100% of the data were accumulated for accurate process in the analysis of data.

Ethical Issues

Before the conduct of the different plan of activities, permission was secured to the following entities: school principals, triple I's subject facilitators (major respondents of the study), class advisers of the triple I's learners; and the ones who triangulated the result of the findings of the study such as triple I's learners with their parents and community members. (Please refer to the annex part of the study for the copy of this document).

Coordination was made with the Regional Research Committee (RRC) for any difficulties met and queries were raised along the research process in order to make this study more comprehensive and reliable.

Data Analysis

The collected data were analyzed through the following statistical computations based on the statement of the problems of this journey.

- A. For problem number 1, Frequency (f), Percentage (%) and Rank (r) were used to describe the demographic profile of the III subject facilitators as the main respondents of the study.

The executions of formula for the first problem were the following:

a. Frequency (f) formula

$$f = \frac{1}{T}$$

f = frequency

T = period

b. Percentage (%) formula

Steps to get the percentage:

1. Determine the total number of categorical variables (like age, educational background, gender and other determining factors) to find a percentage.
2. Divide the number to determine the percentage.
3. Multiply the value by 100.

c. Rank (r) formula

=RANK (number,ref,[order])

B. In problem number 2, Mean (m), Rank (r) and Interpretation (int) of results were employed to get the perceived level of differentiated supervision in the conceptualization and implementation of research culminating activities of teachers and students.

Mean (m) formula

$$\bar{X} = \frac{\sum X}{N}$$

For rank (r) formula, please refer to the presented equation used in problem number 1 of the study.

The interpretation of the results was based from the numerical rating and behavioral indicator in the degree of differentiated supervision of III subject facilitators in the conceptualization and future implementation of research culminating activities made by the grade 12 learners:

Numerical Rating	Behavioral Indicator
4.21-5.00	Very Highly Supervised
3.42-4.20	Highly Supervised
2.61-3.40	Fairly Supervised
1.81-2.60	Moderately Supervised
2.59-1.00	Not Supervised

- C. For problem number 3, Pearson r was employed to the determine the significant relationship between the extent of conceptualization and future implementation of research culminating activities by the grade 12 learners under the differentiated supervision of iii subject facilitators. (Please refer to the formula used in problem number 1 to compute for the mean and rank).

Pearson r formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

- D. To answer the problem in number 4, Chi-square test was used to get the association between the demographic profile and the extent of their differentiated supervision in the future implementation of the conceptualized research culminating activities by the grade 12 learners.

Chi-Square Test Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi squared

O_i = observed value

E_i = expected value

E. In problem number 5, Mean (m), Rank (r) and Interpretation (int) was used to get the connection of the features of research culminating activities (conceptualization and future implementation) and its association to the community participation.

For rank (r) formula, please refer to the presented equation used in problem number 1 of the study.

The interpretation of the results was based from the numerical rating and behavioral indicators of community participation in association to the features of the conceptualized research culminating activities for future implementation:

Numerical Rating	Behavioral Indicator
4.21-5.00	Very Highly Associated
3.42-4.20	Highly Associated
2.61-3.40	Fairly Associated
1.81-2.60	Moderately Associated
2.59-1.00	Not Associated

F. In problem number 6 of the study, One-way ANOVA was utilized to find out the significant association between the aspects of the conceptualization of research culminating activities and community participation towards community development.

One-Way ANOVA formula:

One-way Analysis of Variance

Source	DF	SS	MS	F	P
Factor	m-1	SS (Between)	MSB	MSB/MSE	
Error	n-m	SS (Error)	MSE		
Total	n-1	SS (Total)			

From F-distribution with m-1 numerator and n-m denominator d.f.

$n-1 = (m-1) + (n-m)$
 $MSB = SS(Between) / (m-1)$
 $MSE = SS(Error) / (n-m)$
 $SS(Total) = SS(Between) + SS(Error)$

For problem number 6 of this work, there will be a formulation of a 3-Weekends' Training-Workshop (every Saturdays) so that classes will not be disrupted as stated in the policy of DepEd Order (DO) No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance. This kind of skills training would lead to the effectiveness of research culminating activities towards community development at SHS, SDO, Naga City.

Data privacy act was sincerely considered in this work mostly to their answers to the questions of this research. They were instructed no to reveal their names in the survey forms, and their responses in the questionnaires were treated with utmost confidentiality.

IV. DISCUSSION OF RESULTS AND RECOMMENDATIONS

This segment presents the findings, discoveries, implications, and conclusions from the data collection in this work.

The gathered figures were presented in tables which were numbered from 2 to 10 based on the statement of the problems of this work. The trends or patterns of the results were ranked accordingly, so that the strengths and weaknesses of the III subject facilitators in differentiated supervision were properly distinguished and represented by colors. Color yellow indicates their strength while color green stands for their weakness, thus working out their weak areas in differentiated supervision could encourage community participation during the implementation of research culminating activities, and ensure creation of a sustainable community amidst pandemic's uncertainty. The presentation of the major findings in this investigation were made from the highest to lowest parameters.

The demographic profile of the triple I's subject facilitators was presented and discussed in the succeeding pages.

Table 2 shows the demographic profile of the Investigation/Inquiries/Investigation (III) or Triple I's subject facilitators of Senior High School (SHS) at SDO Naga City.

TABLE 2. DEMOGRAPHIC PROFILE OF THE TRIPLE I's SUBJECT FACILITATORS

RESPONDENTS (40)	PARAMETERS	FREQUENCY	PERCENTAGE	RANK
		(f)	%	(r)
A. Age	18-27 years old	1	2.5	4
	28-37 years old	20	50	1
	38-47 years old	14	35	2
	48-57 years old	5	12.5	3
B. Educational Background	Baccalaureate Degree	21	52.5	1
	Masteral Degree	19	47.5	2
C. Number of Years in Teaching	3 to 6	9	22.5	2
	7 to 10	22	55	1
	12 to 16	8	20	3
	17 to 20	1	2.5	4
D. Attendance in seminars attended in the last 3 years	International	9	22.5	3
	National	11	27.5	2
	Local/Regional	20	50	1

Legend:

A. Age	=	18-57 years old
B. Educational Background	=	Baccalaureate and Masteral Degree
C. Number of Years in Teaching	=	3 to 20m years
D. Attendance in seminars	=	International, National, and Local/Regional
f	=	Frequency
%	=	Percentage
r	=	rank

The findings shows that out of the 40 triple I's subject facilitators, in terms of age, 28-37 years old was categorized as ranked 1 with a frequency of 20 (50%) while 18-27 years old ranked 4th with a frequency of 1 (2.5%); for educational background, baccalaureate degree ranked 1st with a rate of 21 (52.5%) while with masteral degree ranked 2nd with a rate of 19 (47.5%); for the number of years in

teaching, 7 to 10 years has the highest number of 22 (55%) while 3 to 6 years has the lowest number of 9 (22.5%); and in line with attendance in seminars, local/regional seminars has the highest quantity of 20 (50%) while International seminars has the lowest quantity of 9 (22.5%). It connotes that the triple I's subject facilitators have different and unique characteristics way of conceptualizing a future implementation of research culminating activities.

It implies that the demographic profile of triple I's subject facilitators was composed of varied attributes at SDO Naga City. They were considered as the workforce with different ages, educational background, number of years in teaching, and attendance in seminars (for the last three 3 years). With these varied characteristics of triple I's subject facilitators, understanding their basic needs in terms of interest at work, level of work competencies, level of differentiated supervision experiences and enhancing skills in differentiated supervision can be determined. This was also a way to gauge their differentiated supervision capabilities/capacities in the future implementation of research activities by their grade 12 learners. Their professional characteristics/attributes were also tested amidst COVID-19 pandemic's challenges. They were the ones who strategized differentiated supervision in line with conceptualization of research culminating activities during pre-pandemic, pandemic and transition from distance learning to face-to-face interaction in classroom setting.

The theory of Erik Erikson (2019), Anuradha (2021), Cascio (2021), DepEd Secretary Briones (2017), courses.lumenlearning.com (2017) conform with the result of the study. They presented that demographic profile of triple I's subject

facilitators were diverse in terms of age and educational background with their unique ways of differentiated supervision in research culminating activities. On the other hand, Dr Pa-alisbo (2017) has different views in classifying the length of service of his respondents while Tibbs (2021) attendance in skills enhancement was in a form of conference but not about local or international seminars. Though their studies have different views in terms of these demographic profile, still, they were considered because their findings were found to be contributory in determining the attributes of III subject facilitators in the differentiated supervision of learners in the future implementation of research culminating activities.

For the analysis on the extent of conceptualization (Table 3) and future implementation (Table 4) of research culminating activities by the grade 12 learners under the differentiated supervision of Investigation/Immersion/Inquiries (III) or triple I's subject teachers.

Table 3 offers the extent of differentiated supervision of triple I's subject facilitators in the conceptualization of research culminating activities of the grade 12 learners in terms of conducting brainstorming activities for the recommended innovation/intervention/strategy after oral defense, setting of culminating activity goals/plans with the learners based on the groups' formulated innovation/intervention/strategy, consulting the learners' group members about the process of culminating activity, innovating the culminating activities to encourage community participation, and evaluating the community participation after the implementation of culminating activity.

**Table 3. EXTENT OF DIFFERENTIATED SUPERVISION OF TRIPLE I's
SUBJECT FACILITATORS IN THE CONCEPTUALIZATION OF
RESEARCH CULMINATING ACTIVITIES MADE BY THE GRADE 12 LEARNERS**

PARAMETERS	TEACHERS			LEARNERS			OVERALL		
	m	r	int	m	r	int	m	r	int
a. Conduct brainstorming of the recommended innovation/intervention/strategy after oral defense	4	1	HS	3	4	HS	3.5	2	HS
b. Set culminating activity goals/plans with the learners based from the groups' formulated innovation/intervention/strategy	3.7	3	HS	3.2	2	FS	3.5	2	HS
c. Consult with the learners' group members about the process of culminating activity	3.9	2	HS	3.5	1	HS	3.7	1	HS
d. Innovate culminating activities to encourage community participation	3.5	4	HS	3.2	2	FS	3.4	3	FS
e. Evaluate the community participation after the implementation of culminating activity	3.3	5	FS	3.1	3	FS	3.2	4	FS
Average Mean	2.7		FS	3.2		FS	3.5		HS

Legend:

4.21-5.00	=	Very Highly Supervised
3.42-4.20	=	Highly Supervised
2.61-3.40	=	Fairly Supervised
1.81-2.60	=	Moderately Supervised
2.59-1.00	=	Not Supervised
m	=	Mean
r	=	Rank
Int	=	Interpretation

The findings revealed that consulting the learners' group members about the process of culminating activity ranked first with a mean score of 3.7 which was interpreted as highly supervised while evaluating the community participation after the implementation of culminating activity ranked fourth with a mean score of 3.2 interpreted as fairly supervised.

It implies that the conceptualized research culminating activities of the grade 12 learners under the differentiated supervision of III subject facilitators were highly supervised by them. They highly consulted the group members of students

under their care about the process of research culminating activity conceptualization through distance learning by means of modular, online or blended strategies in order to assist their learners in achieving the best possible outcome of the conceptualized research culminating activities amidst pandemic. The triple I's subject teachers together with their grade 12 learners had highly provided a means of synthesizing the knowledge and skills during the conceptualization of the research culminating activities. On the other hand, the Triple I's subject facilitators had fairly anticipated the community members' participation on the conceptualized research culminating activity because they recognized that physically and emotionally, community members were affected by this dreadful disease. They were the ones who were more affected because in the community their families were affected because of loss of job, death of loved ones, nutritional issues, and other socio-economic situation. In anticipation to the community members' participation in the conceptualized research culminating activities has two issues-- either they can participate or not to the conceptualized research culminating activities because of the community members' struggles and coping strategies for the past two years (A/Y 2019-2021) Parents or guardians served as teachers at home. Besides, the risks and threats on the lives of the community members brought about by COVID 19 disease are evident.

The studies of Burlington School District (2017) and Kashap (2018) were similar with the result of this investigation. They both presented goal setting and the different types and components of conceptualizing a research culminating activity. In goal setting, III subject facilitators can participate in annual goal setting

where they collaboratively establish a minimum of two goals on the improvement of instruction. Intensive Supervision is a modification of the Ongoing Supervision process with additional classroom observations required. In Ongoing Supervision, the teachers and their supervisor set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the administrator's evaluation of the teacher's performance. In colleague consultation, the teacher has chosen a colleague to work with goal setting and professional growth and development in collaboration with their supervisor; In focused assistance the teacher's performance in differentiated supervision at any point does not meet the competencies. Furthermore, in research culminating activities, there were five types of supervision inside the classroom: (1) inspection, (2) Absolute Freedom, (3) Compulsion Type, (4) Training and Direction, and (5) Democratic Leadership. In inspection, the teacher became alert about his/her duties and responsibilities when he/she was in the classroom while in absolute freedom, the teacher has the independence to deliver the kind of teaching best for his students. Compulsion Type was an autocracy that goes to the inspecting personnel; Training and Direction supervision was the positive and lasting impact on the teaching performance of teachers. Democratic leadership supervision points out to the overall development of the educators' teaching and learning process.

Table 4 exhibits the extent of differentiated supervision of triple I's subject facilitators in the implementation of research culminating activities of the grade 12 learners in terms Organizing the planned innovation/Intervention/Strategy to meet

the objectives of culminating activity after oral defense; Coordinate with the key leaders of school/community/industry about the implementation of culminating activity; Practice the program of culminating activities before its implementation; Record the individual/group contacts of participants for significant communication and Monitor the progress of the respondents' community participation in the given intervention/strategy/innovation to improve way of living.

Table 4. EXTENT OF DIFFERENTIATED SUPERVISION OF TRIPLE I's SUBJECT FACILITATORS IN THE FUTURE IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES MADE BY THE GRADE 12 LEARNERS

PARAMETERS	TEACHERS			LEARNERS			OVERALL		
	m	r	int	m	r	int	m	r	int
a. Organize the planned innovation/ intervention/strategy to meet the objectives of culminating activity after oral defense	3.5	2	HS	3.3	1	FS	3.5	1	HS
b. Coordinate with the key leaders of school/community/industry about the implementation of culminating activity	3.7	1	HS	3	3	FS	3.4	2	FS
c. Practice the program of culminating activities before its implementation	3.5	2	HS	3.2	2	FS	3.4	2	FS
d. Record the individual/group contacts of participants for significant communication	3.3	3	FS	3.2	2	FS	3.3	3	FS
e. Monitor the progress of the respondents' community participation in the given intervention/strategy/ innovation to improve way of living	3.2	4	FS	3.3	1	FS	3.3	3	FS
Average Mean	3.4		FS	3.2		FS	3.4		FS
Legend: 4.21-5.00=Very Highly Supervised; 3.42-4.20=Highly Supervised; 2.61-3.40=Fairly Supervised 1.81-2.60=Moderately Supervised; 2.59-1.00=Not Supervised m=Mean r=Rank Int=Interpretation									

The findings revealed that organizing the planned innovation/intervention/strategy to meet the objectives of culminating activity after oral defense ranked first with a weighted mean score of 3.5 interpreted as highly supervised while recording the individual/group contacts of participants for

significant communication and monitoring the progress of the respondents' community participation in the given intervention/strategy/ innovation to improve way of living both ranked as third with a mean score of 3.3 interpreted as fairly supervised.

It implies that the future implementation of the research culminating activities of the grade 12 learners under the differentiated supervision of triple I's subject facilitators were highly supervised. They highly organized the planned innovation/intervention/strategy in meeting the objectives of research culminating activity after oral defense because keeping organized in the future implementation of research culminating activities saves time in looking for the materials or equipment or the needed communication to the community members during the future implementation of research culminating activities. It also aids to have more time to work on the needed resources or scheduling of the implementation of research culminating activities in a certain community that might have been forgotten. This can also improve the flow of communication between the triple I's subject facilitators and grade 12 learners under their care. Even with the presence of COVID 19 pandemic, they organized necessary flow of activities for the future implementation of research activities online or face-to-face since community members were aware on the protocols that should be followed to avoid transmission of the disease and covid-19 pandemic immunization or booster doses were given among teachers, students, and community members by health workers. Meanwhile they fairly supervised in the recording of the individual/group contacts of participants for significant communication and monitoring the progress

of the respondents' community participation in the given intervention/strategy/ innovation to improve ways of living because recording the individual/group contacts of participants for significant communication during the implementation of research culminating activities provide masterlist of community members who can be an active participants to be chosen to attain sustainable development of their own community. Also, they monitored the progress of the respondents' community participation in the given intervention/strategy/ innovation to improve ways of living in order to have basis of information during the process of future implementation of research culminating activities, so that adjustments and/or modifications can be made if necessary, so that the goal of successful community participation can realized.

The study of Hope (2018) supported the findings of this study. He offered types of learners' supervision once research culminating activities will be implemented such as: 1. Directed/Clinical Supervision, 2. Mentoring, 3. Administrative/Mentoring, 4. Peer Coaching (Collegial Consultation), 5. Self-Directed Supervision (Individual Contracts), 6. Instructional Leadership (Internship), 7. Professional Colloquium (Book Talks/Study Groups, 8. Action Research (Data-Informed Improvement of Teaching and Learning), and 9. National Teacher Certification.

The succeeding discussions pertains to the significant relationship between the extent of conceptualization and future implementation of research culminating activities by the grade 12 learners under the differentiated supervision of triple I's subject facilitators by means of Pearson's r correlation in view of this hypothesis:

HYPOTHESIS

There was a significant relationship between the extent of conceptualization and future implementation of research culminating activities.

Table 5 shows the significant relationship between the extent of conceptualization and future implementation of research culminating activities by the grade 12 learners under the differentiated supervision of triple I's subject facilitators.

TABLE 5. PEARSON'S r CORRELATION FOR THE SIGNIFICANT RELATIONSHIP BETWEEN THE EXTENT OF CONCEPTUALIZATION AND FUTURE IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES BY THE GRADE 12 LEARNERS UNDER THE DIFFERENTIATED SUPERVISION OF III SUBJECT FACILITATORS

RESEARCH CULMINATING ACTIVITIES	DIFFERENTIATED SUPERVISION		Critical r		
	r	int	df	@ 1%	@ 5%
Conceptualization	0.992	hs	598	0.067	0.0799
Future Implementation	-0.56731	ns			

Legend:

r	=	Coefficient of Correlation
Int	=	Interpretation
α	=	Level of Significance
hs	=	Highly Significant 1%
ns	=	Not Significant @ 5%
ns	=	Not Significant

The parameters for the conceptualization of research culminating activities was measured along the conduct of brainstorming activities for the recommended innovation/intervention/strategy after oral defense --setting of culminating activity goals/plans with the learners based on the groups' formulated innovation/intervention/strategy, consultation with the learners' group members about the process of culminating activity, making innovations on the culminating

activities to encourage community participation, and evaluation of the community participation after the implementation of culminating activity while for the parameters used to measure the future implementation of research culminating activities were as follows: Organizing the planned innovation/Intervention/Strategy to meet the objectives of culminating activity after oral defense, coordination with the key leaders of school/community/industry about the implementation of culminating activity, practice of the program of culminating activities before its implementation, recording the individual/group contacts of participants for significant communication, and monitoring the progress of the respondents' community participation in the given intervention/strategy/innovation to improve way of living. It revealed the Pearson's r correlation for the significant relationship between the extent of conceptualization and future implementation of research culminating activities by the grade 12 learners under the differentiated supervision of III subject facilitators.

The tabulated figure exhibited the significant relationship of conceptualization and future implementation of research culminating activities based on the presented needs and problems discovered during the investigative process of grade 12 learners under the supervision of Investigation/Immersion/Inquiries (III) or triple I's subject facilitators. The result revealed that in the conceptualization of research culminating activities, the computed r -values of 0.992 is greater than the value of 0.067 at 1% level of significance and 0.075 at 5% while for the future implementation of research culminating activities, the computed r -values of -0.56731 is lower than the value of

0.067 at 1% level of significance and 0.075 at 5%. It signifies that the conceptualized research culminating activities were highly significant to the differentiated supervision of Investigation/Immersion/Inquiries (III) or triple I's subject facilitators while for the future implementation of research culminating activities it turned out to be not significant under the differentiated supervision of Investigation/Immersion/Inquiries (III) or triple I's subject facilitators. The data also revealed that in the future implementation of research culminating activities, the computed r-values of 0.992 is greater than the value of 0.067 at 1% level of significance and 0.0799 at 5% while for the future implementation of research culminating activities, the computed r-values of -0.56731 is lower than the value of 0.067 at 1% level of significance and 0.0799 at 5%. It signifies that the conceptualized research culminating activities was highly significant to the differentiated supervision of triple I's subject facilitators while for the future implementation of research culminating activities it turned out not significant to the differentiated supervision of Triple I's subject facilitators.

The study of Herrera (2021) exactly supported the findings of this study in terms of conceptualization and future implementation of research culminating activities while the investigation of Watt (2018) was found to be similar in the conceptualization of research culminating activities but the study of Yu, et.al (2018) was found to be parallel in terms of the implementation of future research culminating activities. According to Herrera (2021), the implementation of school-based activities and community-based activities were different. In her diagram, she pointed out that school-based activities, where program's focus was concerned, it

engaged more in academic services, have more contact with teachers, felt more effective with school outcomes, and served students who are having problems in school while community-based activities concentrated on social undertakings, have more contact with families, felt more effective in social outcomes, and more likely to serve delinquent family members. In the studies of Watt (2018), he emphasized that a standard project typically has the following four major phases (each with its own agenda of tasks and issues): initiation, planning, implementation, and closure. Taken together, these phases represent the path a project takes from the beginning to its end and are generally referred to as the project “life cycle.” There were also twelve formulated major principles that III subject facilitators can use so that there will be consistent, systemic application of all these principles as cited in the related section of this study. There was also innovative education that fosters innovation’s ability and creative spirit as its basic value orientation.

To find the significant association between the demographic profile of the respondents and the extent of differentiated supervision research culminating activities, it was discussed in this part and guided by this hypothesis:

HYPOTHESIS

There was a significant association between the demographic profile of the triple I’s subject facilitators and extent of their differentiated supervision in the conceptualization of research culminating activities.

This part was the association between the demographic profile of the triple I's subject facilitators and the extent of their differentiated supervision in the conceptualization of research culminating activities made by the grade 12 learners.

Table 6 presents the outcome for the association of demographic profile and the extent of conceptualization of research culminating activities yield two opposite directions.

TABLE 6. CHI-SQUARE TEST FOR THE ASSOCIATION BETWEEN THE DEMOGRAPHIC PROFILE AND THE EXTENT OF DIFFERENTIATED SUPERVISION IN THE CONCEPTUALIZATION OF RESEARCH CULMINATING ACTIVITIES OF THE GRADE 12 LEARNERS

DEMOGRAPHIC PROFILE	EXTENT OF DIFFERENTIATED SUPERVISION IN CONCEPTUALIZATION OF RESEARCH CULMINATING ACTIVITIES					df
	χ^2	$\alpha = 1\%$	Int	$\alpha = 5\%$	Int	
AGE	14.75	26.217	Ns	21.026	ns	12
Education	5.44	13.277	Ns	9.488	ns	4
Number of Teaching Years	83.85	73.683	Hs	65.171	s	48
Attendance in Seminar for the Last Three Years	25.45	20.09	Hs	15.507	s	8

Legend:

- χ^2 - Coefficient of Correlation
 Int - Descriptive Interpretation
 α - Level of Significance
 hs
 s - Significant (Significant @ 5%)
 ns - Not Significant

It was found-out that in line with the number of years in teaching where the computed coefficient correlation of 83.85 is higher than the critical p-value of 73.683 at 1% level of significance and 65.171 at 5% level of significance, whereas in attendance in seminar for the last 3 years, the computed coefficient correlation of 25.45 is higher than the critical p-value of 20.09 at 1% level of significance and 15.507 at 5% level of significance. On the other hand, the age of the III subject facilitators where the computed coefficient correlation of 14.75 is lower than the critical p-value of 26.217 at 1% level significance and 21.026 at 5% level of significance; in line with the educational background the computed coefficient correlation of 5.44 is lower than the critical p-value of 13.277 at 1% level of significance and 9.488 at 5% level of significance.

In this segment, this pertains to the association between the demographic profile and extent of differentiated supervision in the future implementation of research culminating activities which was directed by this hypothesis:

HYPOTHESIS

There was a significant association between the demographic profile of the III subject facilitators and extent of their differentiated supervision in the future implementation of the conceptualized research culminating activities.

Table 7 exhibits the result on the significant association of the demographic profile and the extent of future implementation under the differentiated supervision of triple I's subject facilitators to grade 12 learners.

TABLE 7. CHI-SQUARE TEST FOR THE ASSOCIATION BETWEEN THE DEMOGRAPHIC PROFILE AND EXTENT OF DIFFERENTIATED SUPERVISION IMPLEMENTATION IN THE FUTURE IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES

DEMOGRAPHIC PROFILE	EXTENT OF DIFFERENTIATED SUPERVISION IMPLEMENTATION					df
	χ^2	$\alpha = 1\%$	Int	$\alpha = 5\%$	Int	
AGE	12.55	26.217	ns	21.026	ns	12
Education	3.61	13.277	ns	9.488	ns	4
Number of Teaching Years	90.91	73.683	hs	65.171	s	48
Attendance in Seminar for the Last Three Years	18.91	20.09	ns	15.507	s	8

Legend:

χ^2	-	Coeffective of Correlation
Int	-	Descriptive Interpretation
α	-	Level of Significance
hs	-	
s	-	Significant (Significant @ 5%)
ns	-	Not Significant

The result revealed that number of years in teaching where the computed coefficient correlation of 90.91 is greater than the critical p-value of 73.683 at 1% level of significance and 65.171 at 5% level of significance; whereas in attendance in seminar for the last 3 years the computed coefficient correlation of 18.91 was lower than the critical p-value of 20.09 at 1% level of significance and 15.507 at 5% level of significance. Furthermore, in the computed coefficient correlation of

12.55 pertaining to the age of the triple I's subject facilitators is lower than the critical p-value of 26.217 at 1% level significance and 21.026 at 5% level of significance while in educational background the computed coefficient correlation of 3.61 is lower than the critical p-value of 13.277 at 1% level of significance and 9.488 at 5% level of significance.

From the results and findings in table numbers 6 and 7, It signifies that the number of teaching years was highly associated on the differentiated supervision of triple I's subject facilitators in the conceptualization and future implementation of research culminating activities because this was the professional attributes in communication, leadership, problem-solving techniques, decision-making organization and confidence were practiced and improved. These skills were applied when they supervised their grade 12 learners in conceptualizing research culminating activities for future implementation in the community. On the contrary, age, educational attainment and seminars attended by the triple I's subject facilitators were not associated in this field because the level of their maturity is not a matter of age, but instead, on how they choose to respond and react to the research conceptualization activities with their grade 12 learners and although they finished Masteral Degree or Baccalaureate Degree, it does not make one a skilled facilitator in triple I's subject. Competencies in triple I's subject in terms of knowledge, attitude and skills in leadership, decision making, and resource management to make a research activity successful in its conceptualization should be evaluated. Attendance in seminars either in local/regional, national and international were also significant on the part of triple I's subject facilitators

because these were avenues for their improvement in communication skills, gaining more knowledge, interacting with others and revitalizing motivation and confidence.

The studies of Kini and Podolsky (2019) was found to be exactly the same with this journey because they pointed out that teaching experience was positively associated with student achievements. Their study suggests that policymakers should support policies and investments that advance the ongoing development and professional growth of an experienced teaching workforce, and increase the retention of experienced and effective teachers. In regard to seminars, this is also an important activity to be attended by III subject facilitators so that they are updated on new, enhanced skills and advanced methods. According to them, workers will use what they learn to further one's goals and objectives. However, the findings of the study of Beltz (2019), he presented that age was not a significant factor in a workplace. Age does not matter, but ageism does. It elucidates further that ageism was a discrimination of an individual's age. It can greatly affect workplace dynamics. Age should not matter, but its inclusion in diversity strategy does because Millennials now make up a larger share of the Irish workplace than Baby Boomers and Gen Xers put together. By 2030, people aged 60 or over will make up 30% of the global population.

To determine if the features of research culminating activities were associated to community participation, table numbers 8 and 9 presents the results and findings of this area.

Table 8 displays the features of the conceptualized research culminating activities that were associated to community participation.

TABLE 8. FEATURES OF THE CONCEPTUALIZED RESEARCH CULMINATING ACTIVITIES ASSOCIATED WITH COMMUNITY PARTICIPATION

PARAMETERS	Community			III Subject			Learners			OVERALL		
	Members			Facilitators								
	m	r	int	m	r	int	m	r	int	m	r	int
a. Provide the participants of culminating activity on the updates of community needs	3.0	1	FA	3.5	1	FA	3.13	2	FA	3.2	1	FA
b. Invite program decisions from the community participants in solving community problems	3.0	1	FA	3.1	3	FA	2.1	4	MA	2.7	3	FA
c. Involve the community participants in understanding the service alternatives to alleviate community needs and problems	3.0	1	FA	3.3	2	FA	2.98	3	FA	3.1	2	FA
d. Enable community participants to formulate plans on the new programs and services identified that lessen life challenges	2.9	2	FA	3.1	3	FA	3.23	1	FA	3.1	2	FA
e. Evaluate the community participation after the implementation of culminating activity	2.9	2	FA	3.3	2	FA	3.23	1	FA	3.1	2	FA
Average Mean	2.95		FA	3.2		FA	2.93		FA	3.04		FA

Legend:

4.21-5.00=Very Highly Associated; 3.42-4.20=Highly Associated; 2.61-3.40=Fairly Associated

1.81-2.60=Moderately Associated; 2.59-1.00=Not Associated

m=Mean

r=Rank

int=Interpretation

The findings declared that among the features of the conceptualized research culminating activities, provision on updates of community needs got the highest mean score of 3.2 (FA) while inviting the community members to participate in a program decision to solve community problems got the lowest mean score of 2.7 (FA). The average mean for the features of the conceptualized research culminating activities that encourage the extent of community participation was 3, which was an indicative of fairly association to community participation on the research culminating activities for future implementation.

It signifies that features of research culminating activities were highly associated to the participation of the identified society members because they would be informed of the identified needs of their community based from the

research output of grade 12 learners. Also, members of the community and key leaders would be given an overview of the identified needs to be resolved. However, features of research culminating activities was fairly associated with community participation in the program decision-making in solving community problems since they just started to cope with the challenges of pandemic 19. They were still affected emotionally, socially, physically and spiritually so community participation was affected.

In this part, Table 9 displays the features of the conceptualized research culminating activities for its future implementation that were associated to community participation.

**TABLE 9. FEATURES OF THE FUTURE IMPLEMENTATION OF
RESERCH CULMINATING ACTIVITIES ASSOCIATED WITH
COMMUNITY PARTICIPATION**

PARAMETERS	Community Members			III Subject Facilitators			Learners			OVERALL		
	m	r	int	m	r	int	m	r	int	m	r	int
a. Regulate community participants' awareness on the presented community needs during culminating activity	3.1	2	FA	2.7	4	FA	2.88	3	FA	2.9	5	FA
b. Appreciate community members' participation in the culminating activities that promotes innovation/intervention/strategies	3.1	2	FA	3.6	2	HA	3.16	5	MA	3.3	1	FA
c. Be reflective on the decision-making made by community participants	2.7	4	FA	3.7	1	HA	3.11	4	FA	3.2	2	FA
d. Select leaders who will facilitate the respondents' participation in community development	3.2	1	FA	2.8	4	FA	3.33	1	FA	3.1	3	FA
e. Develop skills of community participants in solving difficulties in life or work environment towards sustainable community development.	2.9	3	FA	3	3	FA	3.28	2	FA	3.0	4	FA
Average Mean	3.0		FA	3.1		FA	3.15		FA	3.1		FA

Legend:

4.21-5.00=Very Highly Associated; 3.42-4.20=Highly Associated; 2.61-3.40=Fairly Associated

1.81-2.60=Moderately Associated;2.59-1.00=Not Associated

m=Mean

r=Rank

Int=Interpretation

The findings affirmed that the appreciation of community members' participation in the culminating activities that promotes innovation/intervention/strategies got the highest mean score of 3.3 (FA) while regulating community participants' awareness on the presented community needs during research culminating activity got the lowest mean score of 2.7. The average mean for the features of the future implementation of research culminating activities was 3.1 (FA), which fairly associated to community participation during the implementation of the conceptualized research culminating activities. It suggests that the participation of community members in the future implementation of research culminating activities was highly associated when they will be appreciated due to their participation in the research culminating activities that promotes innovation/intervention/strategies by the triple I's subject facilitators and grade 12 learners. Certificates or other form of appreciation can be prepared depending upon the financial capacity and/or technical support of the concerned school. On the other hand, features of research culminating activities promote fair encouragement on the part of community members to participate in regulating the community participation's awareness on the presented community needs and problems during research culminating activities because this was associated to the adjustment of the school community and society members in the transition from online to full face-to-face classroom set-up of school year 2022-2023.

The studies of Masten (2017) was similar with the findings of this work because they gave importance to the different aspects of an activity to be conceptualized for future implementation. Both of them presented the aspects of

being proactive, more qualitative than quantitative, rooted in assessment, taking multiple approaches to content, process, and product, being student centered, a blend of whole-class, group, and individual instruction, and “organic” and dynamic. In Differentiated instruction, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to “get at” and express learning. It is more qualitative than quantitative because teachers incorrectly assume that differentiating instruction means giving some students more work to do. It was rooted in assessment since teachers who understood that teaching and learning approaches in differentiated instruction was a good match for students who were looking for every opportunity to the conceptualization and implementation of research culminating activities. It was student-centered since it operates on the premise that learning experiences were most effective when they were engaging, relevant, and interesting to learners. It was a blend of whole-class, group, and individual instruction. It was also “organic” and dynamic since teaching was evolutionary. With the five phases of project management that includes conception and implementation of research culminating activities, there would be a remarkable community participation towards a sustainable community.

To determine the association between the features of the research culminating activities and community participation, this hypothesis guided this concern:

HYPOTHESIS

There was a significant association between the features of the conceptualization of research culminating activities and community participation.

Table 10 exhibits the one-way ANOVA for the significant association between the research culminating activities that encourage community participation under the differentiated supervision of the III subject facilitators to grade 12 learners.

Table 10. ONE WAY ANOVA FOR THE SIGNIFICANT ASSOCIATION BETWEEN THE FEATURES OF THE CONCEPTUALIZATION OF RESEARCH CULMINATING ACTIVITIES AND COMMUNITY PARTICIPATION

SOURCE OF VARIABLES	SS	df	MS	COMPUTED F VALUE	CRITICAL F VALUE 1%	CRITICAL F VALUE 5%	int
Features of the conceptualized research culminating activities for future implementation	0.742	2	0.03	70.367	5.42	3.29	ns
Community Members' Participation	1.2	0.101					

Legend:

F value	=	Significant Association
Int	=	Interpretation
α	=	Level of Significance
ns	=	Not Significant @ 1%
ns	=	Not Significant @ 5%

The result showed that the computed F-value of 70.367 was greater than 5.42 @ 1% and 3.29 @ 5%, interpreted as not significant.

It suggests that there was interdependence among the features of the conceptualized research culminating activities for future implementation made by the grade 12 learners under the differentiated supervision of triple I's subject facilitators and the associated influencing factors that motivate community participation in resolving the identified problems and needs amidst pandemic. Triple I's subject facilitators have their own attributes when it comes to differentiated supervision in research culminating activities, the grade 12 learners under their care have their own learning process in the conceptualization and future implementation of research culminating activities while community

participation is reliant on the aspects of the future implementation of the conceptualized research culminating activities.

The studies of Bologna process (2016), Cohen (2017), Serdyukov (2018), and Ensminger (2018), were found to be similar of the study because of the organized features of research culminating activities where they claimed that there were teachers who are required to supervise all the learning environments including the school grounds, the classroom and outside the campus activities as well as online spaces (considered a learning environment). They must adequately supervise learners and protect them from risks that could arise but this must be stipulated in the school policy; they also presented the top ten reasons for innovation. The study of Burns (2015), was found to be similar in his findings about community participation because they pointed-out that Community Based Participatory Action Research (CBPAR) as a collaborative approach to research that involves all stakeholders throughout the research process, from establishing the research question, to developing data collection tools, to analysis and dissemination of findings. It was a research framework that aims to address the practical concerns of people in a community and fundamentally changes the roles of researcher and who is being researched. The CBPAR framework begins with a community's issue, proposed action, or strategy and then supports or enhances this action with research that is community based and engaged. It frames research to be: COMMUNITY BASED that was grounded in the needs, issues, concerns, and strategies of communities and the community-based organizations that serve them PARTICIPATORY directly engaging communities and community knowledge

in the research process and its outcomes ACTION BASED AND ORIENTED in supporting and/or enhancing the strategic action that leads to community transformation and social change. the types of Community Participation and how to facilitate it.

In order to enhance the differentiated supervision in skills enhancement of triple I's subject facilitators, there will be a crafting of a 3-Weekends' Training-Workshop (3 Saturdays) on Differentiated Supervision in a Research Culminating Activity for the tripe I's Subject Facilitators of SHS at SDO, Naga City. The said training will just be conducted every Saturday of the week to adhere on the policy stipulated in DepEd Order (DO) No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance. There will be provision of certificates and service credits to the participants of this activity.

CONCLUSIONS:

These were the synthesized results and findings of the study after analyzing the accumulated facts and figures of this work.

1. Unifying the diverse characteristics of triple I's subject facilitators can increase creativity, boosts productivity, improve innovation, strategized problem solving, and enhance decision making in differentiated supervision in the conceptualized and future implementation of research culminating activities.

2. International seminar in differentiated supervision of research culminating activities can pave way in uplifting encouragement, solve common problems and challenges encountered in research culminating activities either online or face-to-face (with strict implementation of protocols to adhere by the participants).

3. Triple I's subject facilitators should closely monitor their learners through differentiated supervision to make sure that the conceptualized research culminating activities were matched with the identified community problems to encourage society members' participation towards community development.

4. Triple I's subject facilitators highly supervised the consultative phase in the process of differentiated supervision because this is the roadmap to systematically plan together with his/her learners in a comprehensive research culminating activity. However, they fairly evaluate the motivation of the community members' participation in the conceptualized research culminating activities because of the perceived threats of COVID19-pandemic.

5. Triple I's subject facilitators highly supervised the organization of the planned innovation/intervention/strategy after oral defense because they need to formulate a well-defined scope of research culminating activity. But then, triple I's subject facilitators fairly supervised the recording of the individual/group contacts of participants and monitored the progress of community's participation in the future implementation of research culminating activities because there were major adjustments in the transition from online to face-to-face classroom set-up that affect the extent of the implementation of research culminating activities.

6. Conceptualization of research culminating activities should be carefully planned by the grade 12 learners under the differentiated supervision of the triple I's subject facilitators because this is crucial in solving the identified needs and problems of the respondents in a chosen locality towards community development.

7. Future implementation of the conceptualized research culminating activity should be harmonized with commitment and dedication on the part of triple I's subject facilitators and grade 12 learners because this can set-off community participation, thus, alleviating challenges of the families or groups in a certain locality.

8. School-Family-Community-Partnerships should be strengthened so that collaboration between the school and community members can be enhanced, therefore, this will serve as the cornerstone of community participation in the conceptualized and future implementation of research culminating activities.

9. Number of teaching years and attendance in seminars of triple I's subject facilitators were significant in the conceptualization of research culminating activities because these were the professional attributes that will provide them for a clear and concise identification of community problems that needs to be resolved. However, age and educational attainment were found not significant in the conceptualization of research culminating activities since diverse individuals have their own unique blueprint in conceptualizing a research culminating activity.

10. Number of teaching years was highly associated to the conceptualization and future implementation of research culminating activities since this served as the key to visualize plans in solving the identified needs and problems of their respondents in a certain community. On the contrary, age, educational attainment seminars attended of the respondents were not associated in this area because as they gained experience in the differentiated supervision

and went through the level of maturity, they can still improve their differentiated supervision in research culminating activities.

11. Of all the features of the conceptualized research culminating activities, providing updates on the identified needs and problems to the concerned community members encouraged community participation since it promotes awareness and improved decisions in practicing their roles in community development. On the other hand, participating in a program decision to solve community problems was one of the features of a conceptualized research activity that would not encourage active community participation because of the remnants of the effects of COVID 19 pandemic.

12. Appreciation of community members' participation in the culminating activities which promotes innovation/intervention/strategies would motivate community participation because they feel valued by the school when they were given due recognition, therefore, they would do their best to partake in community development. However, there should be adjustment on the implementation of the conceptualized research culminating activities because a careful guidance and direction to the society members can lead to a well-developed community.

13. Even though the Triple I's subject teachers, grade 12 learners and selected community members have their own different roles in the conceptualization and future implementation of research culminating activity, still, they can collaborate and promote strong partnerships to create and affect change to community participation towards a sustainable community amidst uncertainties of COVID 19 pandemic.

RECOMMENDATIONS

The following were the recommendations for actions in order to improve the differentiated supervision of triple I's subject facilitators towards community participation in Naga City:

1. Triple I's subject facilitators with diverse demographic profile should work collaboratively with co-workers in triple I's subject (regardless of teaching experience) in order to unify their differentiated supervision skills to grade 12 learners in the future implementation of research culminating activities.

2. Human Resource of different DepEd Schools Division Offices (SDO) of Naga City can give recognition and awards to triple I's subject facilitators who served their institutions with genuine commitment and dedication because a good reward system helps a school build a growth-centered environment, track teachers' progress in differentiated supervision, and keep them inspired for dynamic growth and new achievements in community development amidst difficulties and challenges during COVID-19 pandemic.

3. Key leaders of Schools Division Office (SDO) of Naga City can organize an international virtual or face-to-face seminar on differentiated supervision in the conceptualization and implementation of research culminating activities to increase their productivity in motivating group participation towards community development.

4. School administrators can extend financial, moral, and technical support to triple I's subject facilitators during the implementation of research culminating

activities because they need direct assistance to further motivate group participation towards community development, thus, school-community partnership can be strengthened.

5. Partnership and collaboration among Local Government Unit (LGU) officials and the respective school administrators should be enhanced to have a successful implementation of the conceptualized research culminating activities that enhance community participation towards a sustainable community development.

6. DepEd curriculum planners can review the curriculum guides/MELC in PR1, PR2 and III subjects because there were some duplicated activities during the teaching and learning process of these research subject areas in SHS.

7. LGU officials, stakeholders and School Leaders can support the provision/construction of a research center building where triple I's subject facilitators, PR 1 and PR 2 subject teachers (with their learners) can hone their skills in differentiated supervision in research culminating activities. This will also serve as holdings for seminars, trainings, research presentations and other research-related activities.

8. Collaboration between school and community leaders should be strengthened to attain maximum participation of community members in the future implementation of research culminating activities in order to resolve identified community needs and problems.

9. Partnership between DepEd and LGU officials should be established to elevate the living conditions of the community members based on the identified needs and problems. By means of their technical and financial assistance during research culminating activities, sustainable community development could be realized.

10. SHS research coordinators can suggest recommended ideas in making the research culminating activities successful especially in activating the community members' participation towards community development under the differentiated supervision of triple I's subject facilitators.

11. School Clinic Personnel can refer triple I's subject facilitators and their grade 12 learners who have no booster doses of COVID 19 vaccines to the concerned office/agency. This is also a way of strengthening their advocacy in implementing the DOH Nationwide Booster Vaccine Campaign dubbed as "PinasLakas" against Corona Virus Disease of 2019. Hence, triple I's subject facilitators with their learners can be protected against this dreadful disease, once their research culminating activities were approved to be implemented to the concerned community members in a certain locality.

VI. WORKPLAN/TIMELINES

Table 11. ACTIVITIES IN THE RESEARCH PROCESS

ACTIVITIES	2022				
	PRE-IMPLEMENTATION PLAN				
	Jan-Feb	Mar-Apr	May-Jul	Aug-Oct	Nov-Dec
Consultation and coordination with the school principal for permission to conduct an action research proposal					
Preparation, and submission of conceptualized Action Research					
Courtesy call and Collaboration with the key persons on the phases of action research process to the schools which offer SHS program					
Printing of research tool/questionnaires					
IMPLEMENTATION PLAN					
	Jan-Feb	Mar-Apr	May-Jul	Aug-Oct	Nov-Dec
Orientation on the action research process and implementation of the innovation					
Distribution of the research tools/questionnaires for data gathering					
Monitoring of the data gathering procedures					
Retrieval of research tools/instruments					
Collation of data					
Evaluation of the research objectives					
POST-IMPLEMENTATION PLAN					
	Jan-Feb	Mar-Apr	May-Jul	Aug-Oct	Nov-Dec
Preparation, and submission of conceptualized Research Report					
Dissemination of the result and findings to the key persons through Research Conference					

Table 11 shows the organized plan of activities in a Gantt chart. This shows the phases of pre-implementation phase, implementation and post-implementation of the research process from January to December of 2022.

Table 12. Basic Research Work Plan and Timeline

ACTIVITIES	TIME FRAME	PERSON/S INVOLVE	MEANS OF VERIFICATION
PRE-IMPLEMENTATION PLAN			
Consultation and coordination with the school principal for permission to conduct an action research proposal	January-February 2022	Researcher School Principal	Minutes of the meeting Logbook Documentation
Preparation, and submission of conceptualized Action Research	January-February 2022	Researcher School Principal Research Coordinator School and Division Research Committee	Approved Action Research Proposal and for funding from BERF
Courtesy call and Collaboration with the key persons on the phases of action research process to the Schools which offer SHS program	March-April 2022	School Principals Research Coordinators Subject Facilitators PTC as stakeholders	Communication Letters, Documentation, and Parent's consent
Printing of research tool/questionnaires	March-April 2022	Researcher Encoder/s	Tools/Questionnaires ready for distribution for data gathering procedure
Orientation of the action research process and implementation of the innovation	March-April 2022	Researcher Research Coordinators Subject Facilitators in Culminating Activity Grade 12 students	Attendance Minutes Logbook Documentation
IMPLEMENTATION PLAN			
Distribution of the research tools/questionnaires for data gathering	March-April 2022	Researcher Research coordinator Subject Facilitators in Research Project Grade 12 students	Research tools/questionnaires with tracking numbers Receiving Logbook Documentation
Monitoring of the data gathering procedure	May-July 2022	Researcher Research coordinator	Monitoring sheet
Retrieval of research tools/instruments	August-October 2022	Researcher Research Coordinator	Retrieval Logbook
Collation of data	May 2022	Researcher Encoders/Tabulators	Analyzed data
Evaluation of the research objectives	August-October 2022	Researcher Research Coordinator Subject Facilitators Student Researchers	Extent of the implementation of Group dynamics in the research project (Strength and weaknesses) Plus points to the performance of the student researchers
Evaluation of the innovation	August-October 2022	Researcher Research Coordinator Subject Facilitators Student Researchers	Strength and weaknesses Plus points to the best performing students
POST-IMPLEMENTATION PLAN			
Preparation, and submission of conceptualized Research Report	November to December 2022	Researcher School Principal Research Coordinator SDRC	Strength and weaknesses Financial Report
Feedback report to the key persons on the results and findings of the study	November to December 2022	School Principals Research Coordinators Subject Facilitators stakeholders	Summary, conclusions and recommendations of the study through Research Conference

Table 12 exhibits the detailed activities of the basic research work plan and timeline, so that the researcher kept paced and properly guided of the scheduled activities herein, especially in meeting deadlines of reporting and submission of the result of this work. In this timeframe, measures to adhere on safety protocols were strictly observed especially when meeting the respondents of the study physically, if the school has no access to internet because of COVID 19 pandemic.

VII. COST ESTIMATES/FINANCIAL REPORT

Table 13. Detailed Total of Itemized Expenses for the Entire Basic Research Process

ACTIVITY	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL AMOUNT
Expenses related to pre-implementation phase	A. Supplies and Materials			
	Long bond paper (reams)	4	225.00	900.00
	Short bond Paper (reams)	4	197.00	788.00
	Epson Ink	12	187.00	2244.00
	(black, blue, pink and yellow)			
	Specialty Paper (Pack)	5	167.00	835.00
	Logbook (pc)	2	170.00	340.00
	B. Communication Expenses			
	Cellular phone load	4	500.00	2000.00
	C. Domestic Travel Expenses			
	a. Hired Tricycle	8	1000.00	8000.00
	to venue of research			
	E. Reproduction and Printing of Tool/Questionnaires			
	Photocopying of materials			
	4 pages per questionnaire	800	2.00	1600.00
	Travel to RO V to submit research papers			
	(initial to final papers)	5	1000.00	5000.00
Implementation phase	Snacks during data gathering			
	Research Coordinators	8	30.00	240.00
	III subject facilitators	40	30.00	1200.00
Post Implementation Phase	Research Conferences			
	Meals	144	200.00	28800.00
	Tarpaulin	1	19.00	19.00
	Specialty Paper	20	167.00	3340.00
	Printing of Program	144	5.00	720.00
	Printing of Certificates	144	5.00	720.00
	Printing of Brochures	144	5.00	720.00
	Submission of reserch papers for QCC evaluation	6	360.00	2160.00
	Hardbounding of research output	6	1729.00	10374.00
TOTAL				70000.00

Table 13 offered the total itemized expenses for the entire basic research process. The utilized funds that were granted from Basic Educational Research Fund (BERF) needed proper monitoring and evaluation. There were official receipts and Reimbursement Expenses Receipt (ROR) secured as proof of expenses incurred and exhibited financial transparency in terms of official transactions herein.

VIII. Dissemination and Advocacy

The dissemination and advocacy of this study was implemented by way of a Research Conference dated November 19, 2022 at Library Hall, Gabaldon Building of Camarines Sur National High School, Naga City. This was the last-phase activity of this study titled: Extent of Differentiated Supervision in Culminating Activities in Naga City. This was an assembly of the BERF (Basic Education Research Fund) researcher, major respondents of the investigation, specific stakeholders and other entities/guests where the results and findings of the above-mentioned study will be disseminated in order to address the identified issues and constraints of the major respondents during the research process.

The dissemination of research findings was anchored on the plans for dissemination and advocacy of the above-mentioned study (pg. 101), DepEd Memo No. 144, s 2017 on how to craft an Action or Basic Researches, DepEd Order No. 16, s 2017 for Basic Education Research Fund (BERF), DepEd Order no. 39, s 2016 to distinguish topics in Action or Basic Research, and DepEd Order No. 43 s 2015 in responding to the call for researchers. This is also in consonance

with the vision, mission and core values of Division Change Plan: NAGA THRIVES which is directed towards research and development.

Through this assembly, the suggested interventions or strategies that were encapsulated in this endeavor were conveyed to the chosen participants to materialize the advocacy of this journey. By means of collaboration and working as a team (BERF (Basic Education Research Fund) researcher, major respondents of the investigation, specific stakeholders and other entities/guests), the adherence to the advocacy of this investigation would lead to the effectiveness of culminating activities by the grade 12 learners under the differentiated supervision of the triple I's subject facilitators which then motivates community participation, thus making a difference on the lives of the chosen respondents at SDO, Naga City.

For the research conference documents, please refer to the succeeding pages of this work.

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X. FINANCIAL REPORT

This area was about the financial report of the expenses of the different activities of the study that delineates transparency on the cash out and cash balance in this work.

Table 14. Financial Report

ACTIVITY	CASH OUT	BALANCE
BASIC EDUCATION RESEARCH FUND (BERF)		70,000.00
FACILITY GRANT		
ACTIVITIES		
1. Consultation and coordination with the 8 Principals of School A to School H (Workplace of the major respondents of the study) : Meals and hired means of transportation	6,176.00	63,824.00
2. Courtesy call and collaboration to the SHS research coordinators of School A to School H: Meals and hired means of transportation	6,389.65	57,434.35
3. Printing of research questionnaires	1,254.00	56,180.35
4. Orientation on the implementation of research process to 8 schools: Meals and hired means of transportation	6,107.91	50,072.44
5. Distribution of research questions to 8 schools: Meals and hired means of transportation	6,366.00	43,706.44
6. Travel from Naga to Legaspi fro technical assistance	840.00	42,866.44
7. Retrieval of research questionnaires: Meals and hired means of transportation	5,719.41	37,147.03
8. Research Conference	34,447.03	2,700.00
9. Submission of hardbounded BERF basic research	2,700.00	0.00

These were the sample Original Receipts (OR), Reimbursement Expenses Receipt (RER), Certificate of Appearance and other documents herein.

ANNEXES

ANNEX 1: STATISTICAL COMPUTATIONS

A. PEARSON'S r CORRELATION FOR THE SIGNIFICANT RELATIONSHIP BETWEEN THE EXTENT OF CONCEPTUALIZATION AND FUTURE IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES BY THE GRADE 12 LEARNERS UNDER THE DIFFERENTIATED SUPERVISION OF III SUBJECT FACILITATORS

RESEARCH CULMINATING ACTIVITIES	DIFFERENTIATED SUPERVISION		Critical r		
	r	int	df	@ 1%	@ 5%
Conceptualization	0.992	hs	598	0.067	0.0799
Future Implementation	-0.56731	ns			

B. CHI-SQUARE TEST FOR THE ASSOCIATION BETWEEN THE DEMOGRAPHIC PROFILE AND THE EXTENT OF DIFFERENTIATED SUPERVISION IN THE CONCEPTUALIZATION OF RESEARCH CULMINATING ACTIVITIES OF THE GRADE 12 LEARNERS

DEMOGRAPHIC PROFILE	EXTENT OF DIFFERENTIATED SUPERVISION IN CONCEPTUALIZATION OF RESEARCH CULMINATING ACTIVITIES					df
	χ^2	$\alpha = 1\%$	Int	$\alpha = 5\%$	Int	
AGE	14.75	26.217	Ns	21.026	ns	12
Education	5.44	13.277	Ns	9.488	ns	4
Number of Teaching Years	83.85	73.683	Hs	65.171	s	48
Attendance in Seminar for the Last Three Years	25.45	20.09	Hs	15.507	s	8

**C. CHI-SQUARE TEST FOR THE ASSOCIATION BETWEEN THE
DEMOGRAPHIC PROFILE AND EXTENT OF DIFFERENTIATED
SUPERVISION IN THE
FUTURE IMPLEMENTATION OF RESEARCH CULMINATING ACTIVITIES**

DEMOGRAPHIC PROFILE	EXTENT OF DIFFERENTIATED SUPERVISION IMPLEMENTATION					df
	χ^2	$\alpha = 1\%$	Int	$\alpha = 5\%$	Int	
AGE	12.55	26.217	<i>ns</i>	21.026	<i>ns</i>	12
Education	3.61	13.277	<i>ns</i>	9.488	<i>ns</i>	4
Number of Teaching Years	90.91	73.683	<i>hs</i>	65.171	<i>s</i>	48
Attendance in Seminar for the Last Three Years	18.91	20.09	<i>ns</i>	15.507	<i>s</i>	8

**D. ONE WAY ANOVA FOR THE SIGNIFICANT ASSOCIATION BETWEEN
THE FEATURES OF THE CONCEPTUALIZATION OF RESEARCH CULMINATING
ACTIVITIES AND COMMUNITY PARTICIPATION**

SOURCE OF VARIABLES	SS	df	MS	COMPUTED F VALUE	CRITICAL F VALUE 1%	CRITICAL F VALUE 5%	int
Features of the conceptualized research culminating activities for future implementation	0.742	2	0.03	70.367	5.42	3.29	<i>ns</i>
Community Members' Participation	1.2	0.101					