



University of Southern Mindanao  
**EXTENSION SERVICES OFFICE**  
Kabacan, North Cotabato



## **TERMINAL REPORT**

# **Strengthening Mother-tongue based Education of Elementary Teachers in DepEd Cotabato/MBHTE BARMM through Instructional Materials Development and Validation**

**Philip Lester P. Benjamin**  
College/Unit Head/Project Leader

**Sandra A. Nanding**  
Component Leader

**Debbie Marie Verzosa**  
**Leorence Tandog**  
**Florie Jane Tamon**  
**Rowel Madio**  
**Roel Valenton**  
**Anna Jean Garcia**  
**Leonard Paleta**  
**Meriam Rubio**  
**Jeaneth Licaros**  
**Daryl Mae Mamon**  
**Jonald Pimentel**  
**Jennifer Pama**  
**Honey Vicent Valle**  
Members



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### I. Executive Summary

This extension project aims to strengthen mother-tongue based education in the DepEd Cotabato Division through the development of instructional materials and capacity building for elementary teachers. The project is grounded in promoting linguistic and cultural diversity, improving student learning outcomes, and addressing the specific needs of students in the region.

By providing students with the opportunity to learn in their mother-tongue, the project seeks to preserve and promote linguistic and cultural heritage. Research indicates that students learn better when taught in their mother-tongue, which underscores the importance of this initiative in improving academic outcomes.

The project's objectives include developing high-quality mother-tongue based instructional materials in elementary mathematics and validating these materials through data analysis and feedback from teachers, students, and parents. By tailoring materials to students' linguistic and cultural backgrounds and building teachers' capacity to teach in the mother-tongue, the project aims to enhance education quality and promote diversity in the region.

A courtesy call was made to Barangay Captain Hon. Lumambas and the principal of Nangaan Elementary School, Ma'am Salapudin, to introduce the CSM's extension project for the school year 2023-2024. This project aims to support elementary teachers in enhancing their teaching by providing supplementary instructional materials for challenging topics in mathematics. The CSM extension unit, in collaboration with faculty members, conducted an inception meeting and needs assessment on November 16, 2023. Subsequently, a training-workshop on instructional material (IM) development and validating a developed instructional material was held in December.

Through this initiative, the CSM seeks to contribute positively to the professional development of elementary teachers and ultimately enhance the quality of education provided to students.

### II. Financial Report

#### Budget Utilization

| Component  | Allocation              | Utilized | % Utilized |
|--|-------------------------|----------|------------|
| Component 1: Development of high-quality mother-tongue based instructional materials in elementary mathematics that effectively engage and educate students. | 1 <sup>st</sup> Quarter | 3,500    | 100%       |
|  | 2 <sup>nd</sup> Quarter | 23,500   | 100%       |





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|   |                         |           |      |
|---|-------------------------|-----------|------|
| <b>Component 2:</b> Validation of mother-tongue based instructional materials developed for elementary mathematics through feedback from teachers, students, and parents. | 3 <sup>rd</sup> Quarter | 29,958.38 | 100% |
|   | 4 <sup>th</sup> Quarter | 2,978.38  | 100% |

#### III. Major Activities Undertaken

In February 2023, we initiated contact with a local elementary school representative and introduced our extension project, receiving positive feedback and providing a detailed project plan. Subsequently, we gathered necessary documentation, including consent forms, and secured permission to proceed, using an existing memorandum of agreement for efficiency and compliance.

In March 2023, a thorough needs assessment highlighted a specific need for mathematics support among Maguindanaon tribe students, emphasizing the importance of mother-tongue instruction. This insight guided our project's focus.

By June 2023, significant progress was made in revising our learning materials, with meticulous content review to ensure quality and alignment with project objectives.

On November 16, 2023, we conducted an inception meeting and pre-test at Nangaan Elementary School, identifying the need to adjust some materials due to language evolution among students.

On December 6, 2023, we conducted a program divided into two parts. The first part was a training session led by Dr. Debbie Marie B. Verzosa on instructional material (IM) development and validation. The teachers responded positively to the training, expressing enthusiasm and appreciation for the insights shared. The second part of the program involved the dissemination of the IM to the teachers. Each teacher received a copy of the IM, along with guidance on its implementation. The teachers were encouraged to provide feedback and suggestions for further improvement. Overall, the program was a success, and we are confident that the IM will greatly benefit the students' learning experience.

#### IV. Problems met during the conduct of the project

1. Changes in purchase requests (PRs) created delays in procurement
2. Conflict in availability of team members and stakeholders
3. Delayed release of project budget
4. Unforeseen weather conditions disrupting field activities
5. Changes in government policies affecting project plans
6. Insufficient staffing and resources allocated



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### V. Recommendations

1. Establish a clear and streamlined process for PR creation and approval to minimize changes and delays.
2. Coordinate schedules in advance to ensure availability of all parties involved in project activities.
3. Advocate for timely release of project budgets and maintain regular communication with the funding agency.
4. Develop contingency plans for weather-related disruptions, such as rescheduling activities or implementing remote work arrangements.
5. Stay updated on government policies and regulations, and adapt project plans accordingly.
6. Allocate additional resources or personnel to address workload challenges and ensure timely project delivery.

### VI. Project Impact/Output

The project is expected to at least generate the following:

#### Outputs:

- Developed and validated mathematics instructional materials tailored for mother-tongue based education.
- Improved mathematics academic performance and learning outcomes for students through the use of these materials.

#### Impact:

- Increased cultural pride and self-esteem among students as they see their language and culture represented in their education.
- Strengthened linguistic and cultural identity among students, fostering a sense of belonging and connection to their heritage.
- Enhanced quality of education in the area by providing effective and culturally relevant teaching materials, ultimately improving student engagement and understanding in mathematics.

### VII. Supplemental Activities

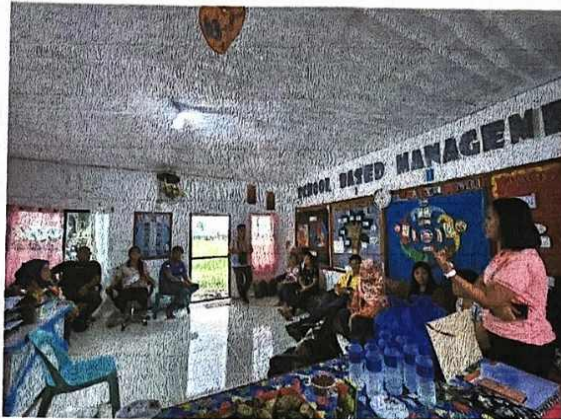
### VIII. Other Accomplishment



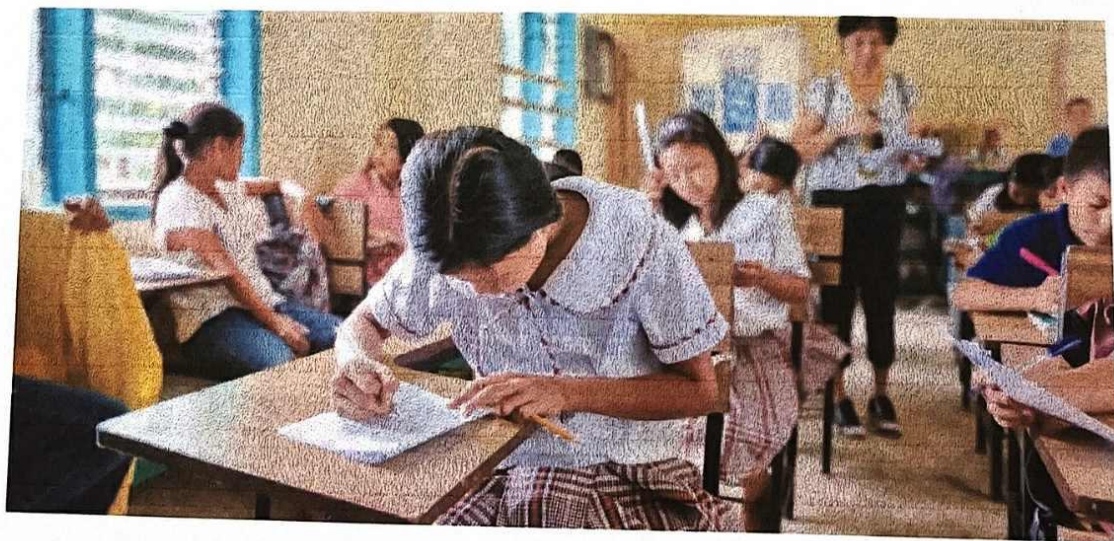
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**IX. Pictorials**



**Inception Meeting with Teachers of Nangaan Elementary School**





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Conduct of needs assessment and Pre-test

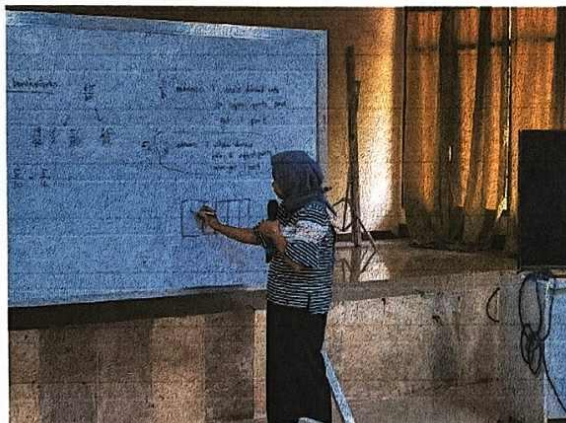
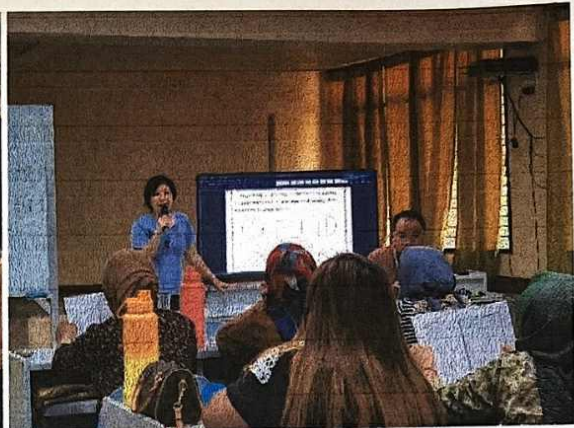


Visit at Nangaan Elementary School



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Training on IM Development and Validation of IM with the resource person Dr. Verzosa.





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Teachers from Nangaan Elementary School participate in a training session on Instructional Material (IM) development, featuring Dr. Verzosa as the resource speaker.



Output:

Ngala: \_\_\_\_\_

Umol: \_\_\_\_\_

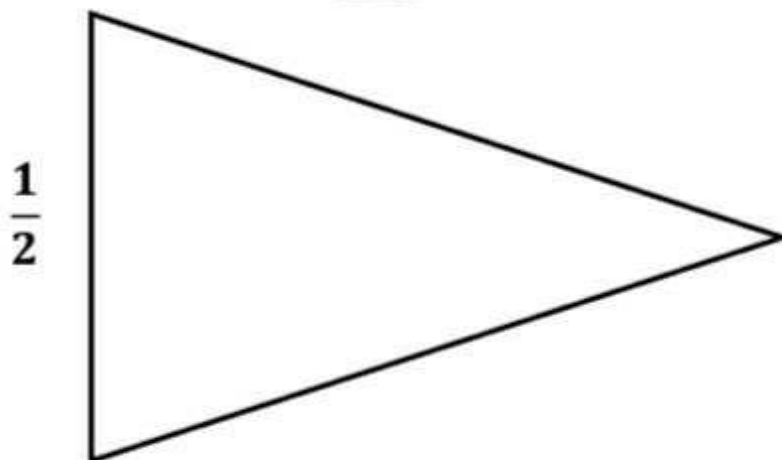
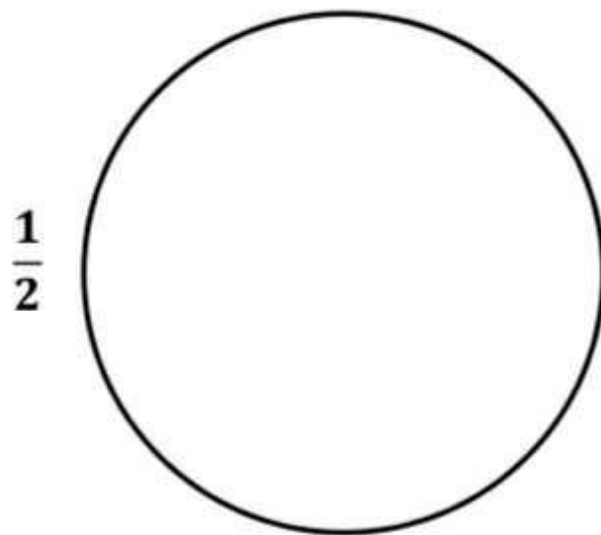
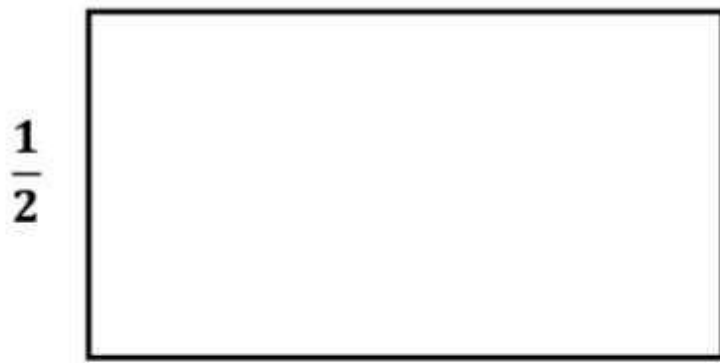
Eskwela: \_\_\_\_\_

Grade: \_\_\_\_\_





Kulisi ka endo guling-gulingi ka so  $\frac{1}{2}$  (sabad) na buntal na nan sa baba:



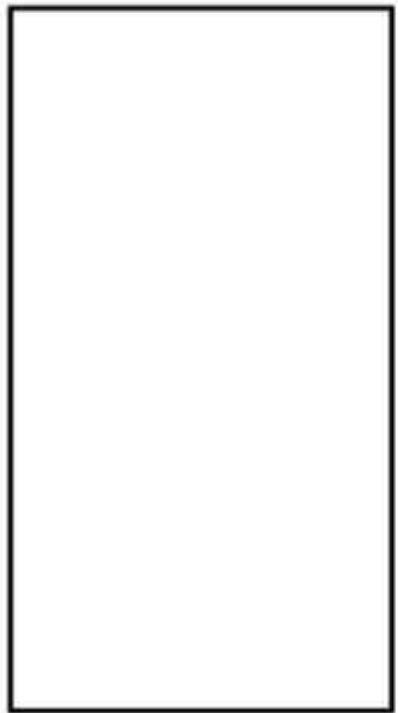


Kulisi ka endo guling-gulingi ka so  $\frac{1}{3}$  na buntal  
na nan sa baba:

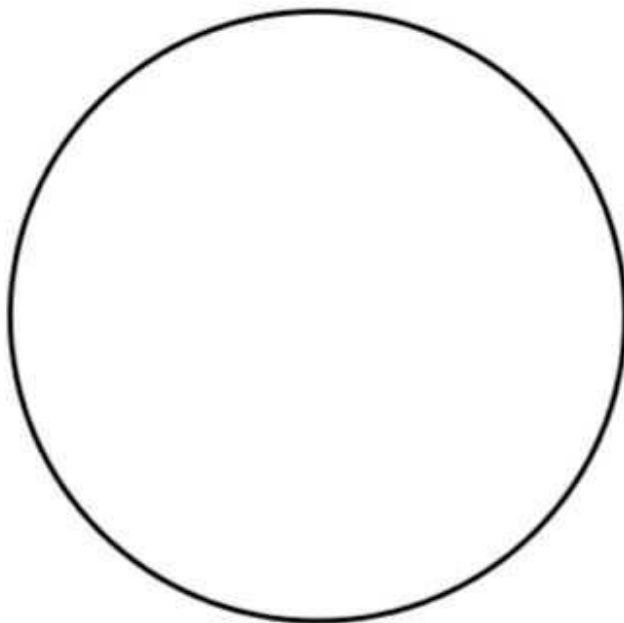
$\frac{1}{3}$



$\frac{1}{3}$



$\frac{1}{3}$





Libpuki ka endaw sa mga inenggay so masela ah

fraction:

$$1) \quad \frac{1}{2} \quad \frac{1}{5}$$

$$2) \quad \frac{1}{5} \quad \frac{1}{8}$$

$$3) \quad \frac{4}{9} \quad \frac{8}{9}$$

$$4) \quad \frac{5}{7} \quad \frac{1}{3}$$

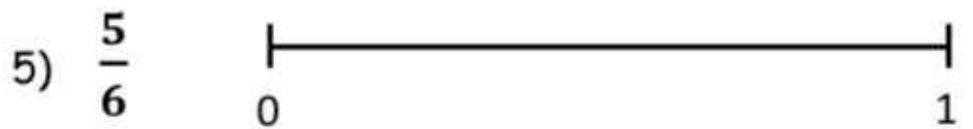
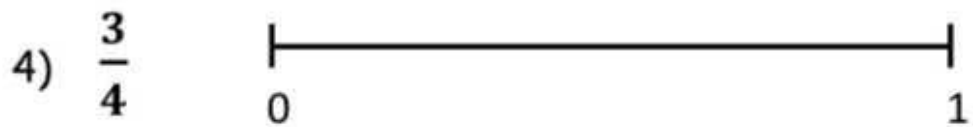
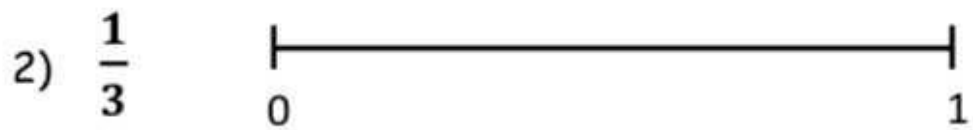
$$5) \quad \frac{4}{15} \quad \frac{4}{6}$$

$$6) \quad \frac{5}{6} \quad \frac{8}{19}$$

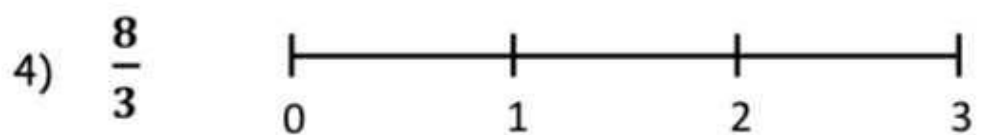
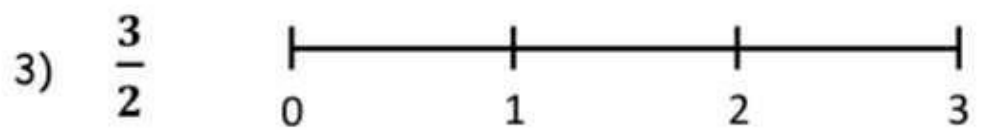
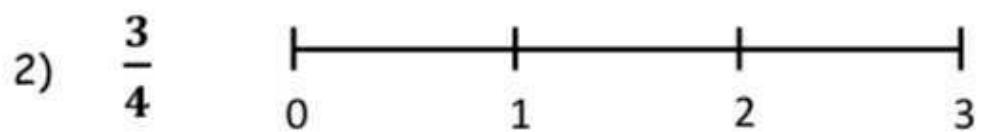
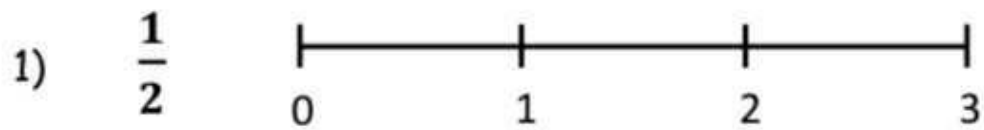
$$7) \quad \frac{2}{3} \quad \frac{3}{2}$$



Tanday ka sa ekis (X) so endaw sa linya  
(number line) mailay so nakasulat a fraction.



Tanday ka sa ekis (X) so endaw sa linya  
(number line) mailay so nakasulat a fraction





Ikulis nengka i fraction na  $\frac{4}{8}$ .

Niyaba a fraction na makalagid sa \_\_\_\_\_.

1) Ikulis nengka i fraction na  $\frac{5}{3}$ .

Niyaba a fraction na makalagid sa \_\_\_\_\_.