Table of Contents

Effects of Classroom Assessment Environment on Mathematics Achievement of Hinguiwin NHS Students SY 2014 _2015 605
Jocelyn Marino, Mathematics Teachers Association of Quezon, INC.
SUBMISSION ID: R04A-QUEZON-0302

Effects of Classroom Management Activities on the Academic Performance of Selected Pupils in Talisay District: Basis for a Proposed Action Plan 606
Margie Manzanas
SUBMISSION ID: R04A-BATANP-1107

Effects of Co-Curricular Activities in Mathematics Teaching among Grade Four Pupils in Public Elementary Schools in Tanauan City 607
Vicente Micosa, Bernardo Lirio Memorial Central School, Teaching Personnel
SUBMISSION ID: R04A-TANAUA-0119

Effects of Collaborative Learning Strategy on the Performance Level of Grade Six Pupils in Bukal Elementary School 608
Marygrace Manaig, Department of Education
SUBMISSION ID: R04A-BATANP-0216

Effects of Computer- Aided Language Learning on the Alphabet Recognition of Non-Graded Learners with Special Education Needs (LSENs) 609
April Cinn Trecero, Guronasyon Foundation Inc. National High School
SUBMISSION ID: R04A-RIZALP-0335

Effects of Computer From Ages 10-17 in the Poblacion of Donsol: A Survey 610
Yna Traje, Student-SHS
(Adviser: Julius Caesar Averilla)
SUBMISSION ID: R005-SORSOP-0012

Effects of Computer-Based Learning Strategy in Teaching Mathematics 611
Babielyn Castillo
SUBMISSION ID: R04A-BATANP-0790

Effects of Computer-Based Learning Strategy in Teaching Mathematics 612
Levi Dipasupil
SUBMISSION ID: R04A-BATANP-0816

Effects of Contextualized Teaching Guide and Localized Instructional Materials on the Academic Performance in Science of Grade 10 Students 613
Edward Manuel, Department of Education - Biñan City
SUBMISSION ID: R04A-BINANC-0012

Effects of Continuous Improvement Program on the Academic Performance in Mathematics of the Grade Three Pupils in Selected Public Elementary Schools in the District of Binangonan III 614
Nancy Marquez, Department of Education
SUBMISSION ID: R04A-RIZALP-0140

Effects of Cooperative Learning Strategies in Teaching English in Elementary Schools in Tanauan City West District: Its Implications to Instruction 615
Maricar A. Miraña, Department of Education
(Adviser: Maricar A. Miraña)
SUBMISSION ID: R04A-TANAUA-0102

Effect of 3R's Waste Management to Subic Elementary School Waste Disposal Problem 616
Geraldine De Villa, Department of Education
SUBMISSION ID: R04A-BATANP-1625

Effect of 4Ms (Mastery in Mathematics using Manipulative Materials) in the Performance of Grade 1 Learners in Mathematics 617
Flordeliz G. Dela Cruz, Reynold T. Delacruz, & Rowela Milaor, San Francisco ES- Cainta, Rizal
SUBMISSION ID: R04A-RIZALP-0351

48

EDUCATION

**Cognitive and Non-Cognitive Factors as Predictors of Academic
Performance in Earth and Life Science among Selected Grade 11
Students of Governor Juanito Reyes Remulla Senior High School**

Ronaldo Soliman, Governor Juanito Reyes Remulla Senior High School

Abstract

INTRODUCTION
Education regularly develops excellent, empirical-based innovations. In our program, we witnessed varying levels of success with an assessment innovation. In this study, we explored the Cognitive and non-cognitive factors as predictors of academic performance in the earth and life science among Grade 11 students of Governor Juanito Reyes Remulla Senior High School. It presented the cognitive factors, non-cognitive factors, their relationship and its implication to the academic performance in the earth and life science. The cognitive factors included entrance examination grades, elementary general weighted average, grades in English and in Mathematics.
Non-Cognitive factors consist of gender, parents' educational attainment, type of school and program, economic status, and learners' attitude.

METHODS
This study used the descriptive co-relational survey in determining the performance of Grade 11 students in relation to the three independent variables, namely: cognitive, non-cognitive factors, and their implications.
The trial testing of the research tool was conducted among selected Grade 11 students of Governor Juanito Reyes Remulla Senior High School to find the reliability of the tool.
The samples of this study were the randomly selected grade 11 students of the school. The statistical tools used were percentage, frequency, mean, standard deviation, and rubrics.

RESULTS
Selected Grade 11 students perceived substantial problems in their academic performance in the earth and life science. The cognitive and non-cognitive predictors stemmed predominantly from: 1. The higher the grade in the NCAE, the better they perform well. Their quarterly performance in senior high school that was better due to the fact that they obtained high ratings in their general weighted average in Grade 10, and 2. As revealed by their average grade in Mathematics and English, students attune their ability to read, analyze, and solve problems quantitatively. The value was seen from the economic status of their family and to the educational attainment of the parents.

DISCUSSIONS
The results demonstrated the need for schools to recognize the differentiated ability and interest of the students to identify and eventually provide their needs. While utilizing the correct standardized entrance examinations and formulation of school policies in admission, these will classify the student's abilities and skills and provide for their individual differences.

KEYWORDS: Cognitive, Non-Cognitive, Empirical-based innovation

SUBMISSION ID: R04A-IMUSC1-0067

Cognitive Distortion Towards Reading and Writing Skills of the Select Students in San Pascual Senior High School 1, SY 2018-2019

Daiana S. Dimaculangan & Lorena A. De Ramos, San Pascual Senior High School 1

Abstract

INTRODUCTION
Reading and writing are interrelated. As such, better writers tend to be better readers, and better readers produce better writing. But, it poses a threat to the future of the corporate world when the demand for a communicatively competent professional is high. In this study, the researchers involved students who experienced difficulties in the said discipline to overcome challenges posed by some writing difficulties brought by some preconceived notions.

METHODS
The phenomenological research design was used in this study. This study utilized a purposeful random sampling strategy to increase the credibility of the results obtained. The proponents intentionally selected 10 samples who demonstrated the possible indicators and forms of cognitive distortion. Aside from that, this study used the semi-structured interview and observation as the data collection instruments to ensure the validity and authenticity of the information.

RESULTS
Based on the information gathered, five common forms of cognitive distortion are manifested by the select students towards RWS, namely: catastrophizing, overgeneralizing, personalization, emotional reasoning, and fortune telling. These preconceived notions were brought by a feeling of isolation, fear, and negative attitudes towards the subject. They believe that such a condition can give them difficulty in catching up with the lesson or failure with the subject. To aid this condition, students believed that paying more attention to the lessons, possessing a positive attitude, having collaborative activities, and facilitating learning in a meaningful manner would help a lot. This brings forth multimodality and a reading program into existence.

DISCUSSIONS
With these findings, this study serves as a reminder that teachers should maintain constant monitoring of students' condition and perception prior to teaching to combat their negative preconceived notions that hinder them in performing well in an English class. This also leads to Reading Empowerment: Aid in Cognitive Hazard (REACH) Project and multimodal instruction implementation that would not just benefit the chosen sample but every student in SPSHS 1. However, quantitative research using a questionnaire may yield better and conclusive results that would best address such alarming condition.

KEYWORDS: Anxiety, cognitive distortion, English

Cognitive Strategies and Students' Outcomes-Based Performance in Learning Grade 9 Biology

Maria Angela Postrado, City Schools Division of Tanauan City - Luyos NHS

Abstract

INTRODUCTION

Quality education has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. It is a great challenge for educators to make a difference in contributing to the elevation of scientific literacy in our country through an assertion of quality instructions. Intensifying science teaching at Luyos NHS through the use of different strategies in basic education answers the great need for the improvement of student's daily life learnings. The researcher chose to work on various cognitive strategies to promote student-centered learning outcomes.

METHODS

An experimental type of research was used. The pretest-posttest design focused on three cognitive strategies, namely: mind mapping, text structures, and reflective questioning. Each strategy had groups matched and the results of the pretest and posttest were compared to determine the cognitive thinking skills of the learners from the listed categories of learning outcomes. The scores of each dependent samples were subjected to statistical treatment. Differences between the groups of cognitive strategies were also tested.

RESULTS

Many students from each group of assigned cognitive strategies showed great improvement on their pretest scores to their posttest scores in terms of analyzing, evaluating, and creating. The mean gain scores of the students exposed to text structures and mind mapping greatly improved as the groups underwent reflective questioning. There is no significant difference in the pretest scores of the students in terms of analyzing, evaluating, and creating; the post-test scores were analyzed and evaluated using Revised Bloom's Taxonomy. Differences were observed to create the level of the post-test scores, pretest-posttest scores, and mean gain scores of the three cognitive strategies.

DISCUSSIONS

The results of the study showed that there was a need to use varied student-centered teaching strategies such as mind mapping, text structures, and reflective questioning. Study on the correlation of other factors such as metacognitive or affective domain to academic performance may be developed. Development of the standardized rubrics per specific cognitive strategy may be utilized since this made use of a researcher-made rubrics. This study was conducted for one quarter only. A longer period of time in terms of implementation may also be regarded. Parallel studies may use cooperative learning to determine the academic performance of the students using varied cognitive strategies since this study was focused only on the individual performance of the students.

KEYWORDS: Cognitive strategies, Outcomes-based performance, Student-centered strategy

Collaboration of Eapp and Practical Research 2 for the Development of Writing Skills of Grade 12 Students

Gina Viriña, Department of Education

Abstract

INTRODUCTION
Farber (2012) cites his own version of critical comprehension as the basis for rating the reading skills of learners. Here, ideas are evaluated based on judgments or conclusions coupled with character analysis and the writers' style in the delivery of the messages to the readers.

Writing skills of students are a significant aspect of the learning-teaching process in the classroom. Nevertheless, the students should develop their writing skills during the English Academic Purposes and Professional and Practical Research 2 subjects. The aim of the study is to develop the critical thinking skills of Grade 12 students for collaboration of EAPP and PR2 for them to understand and apply the skills earned.

METHODS
The experimental and control group took the pretest. After the pretest, the experimental group has used the materials of PR2 in EAPP to develop their writing skills in these areas: paraphrasing, editing and critiquing in five (5) lessons. Both groups took the same questionnaire in the post-test.

RESULTS
The findings of the study showed that the experimental group was revealed as "very high" in pretest and posttest than in the control group. The level of materials used and collaboration was revealed as "very high" and the effectiveness of EAPP to Practical Research to the writing skills was marked as "significant".

DISCUSSIONS
For the performance of the experimental and control group in terms of their Pre-test and Post-test, the statistical treatment used was Mean and Standard Deviation to find their answers in question number one and two. The results revealed that the experimental group got a "very high" rating in pretest and posttest with a high mean average of 26.21, standard deviation of 8.50 in the pretest and the posttest was 32.39 with 7.08, while the control group has a mean of 25.09 with SD of 6.65 during pretest and the posttest of 26.67 with 5.27.

In terms of collaboration of EAPP and PR2, the students developed their writing thinking skills with the verbal interpretation of "very high" as supported by Farber (2012).

The effectiveness of collaboration of EAPP and Practical Research 2 for the development of writing skills with a mark of 0.06 with a verbal interpretation "very high". Students should leave the classroom with a cornucopia of skills that they can use no matter what direction their life's path takes.

SUBMISSION ID: R04A-LAGUNA-0251

Collaboration of Traditional Learning and E-Learning in Senior High School of Pedro S. Tolentino Memorial National High School: Consequences and its Effectiveness

Lucila Macalalad & Mely Cepillo, SHS-Student

Abstract

INTRODUCTION
There are two ways to learn, traditional learning and e-learning. They are highly comparable. Even with varying degrees, these differences can easily be noticed from the location, materials, and tools, interaction, and the result of every class. Traditional learning employs teacher-centered delivery of instruction where the students are the receiver of the information, while E-learning is electronic technology accessing an educational curriculum outside of a traditional classroom set-up and refers to a course, program, and degree delivered online. The researcher chose the topic to know the effects and consequences of using the collaboration of the two learning approaches and their effectiveness to the SHS students of PSTMIS. This study sought to determine which is more effective between the two strategies.

METHODS
The study is quantitative in nature. It made use of a total of 100 respondents from Senior High School of PSTMIS and they were asked to answer a survey-questionnaire.

RESULTS
The results showed that the leading effects of traditional learning were the improvement of communication skills, behaviors, personality, and social life while the consequences were the requirements of physical presence and use of too much attention and time. Moreover, the effects that strengthen the E-learning are the availability of resources, flexibility of teachers, and literacy toward technology. The consequences are the lack of collaboration with others and the absence of actual demonstration.

DISCUSSIONS
Traditional learning is effective for those who preferred to study with other people around them. That way, they can understand and learn the lessons better and they can improve their academic performances. E-learning can help the students be more responsible and be more independent in managing their time and being flexible in scheduling wisely. They can still study despite having a lot of responsibilities and other unfavorable circumstances and situations. They can focus and attention to their studies, causing them to have a higher level of academic performance. However, combining the effectiveness of both teaching strategies can end up to better results. So, the collaboration of Traditional and E-learning is the best solution for the students to attain high academic performances or the high-quality education they need.

KEYWORDS: E-Learning, Traditional Learning

Collaboration with Parents: An Experience of Synergy Towards Improved School Performance

Gilma Porley, Department of Education

Abstract

INTRODUCTION

The study aims to identify parents' experiences and level of involvement and support to the programs and projects implemented by the Department of Education at Talaga Elementary School and how their involvement contributes to the increased performance level of learners. The low, if not lack, parents' participation in the various school undertakings is a current and common problem today. Difficulties and problems encountered by parents in attending school affairs hinder the performance of the clientele. Effects of maximized participation to pupils academic and school performance will also be analyzed.

METHODS

Random sampling among two hundred ninety-six (296) pupils' parents were selected as the subjects of the study. Record of their attendance in different activities was compiled by class advisers. Those school records were gathered together and were carefully studied. Survey checklist and questionnaire, focus group discussion (FGD), and interview among respondents also testified to the validity of the study. The average mean, mean percentage and ranking were used to measure the result.

RESULTS

The parents' synergy level in school undertakings and the problems that served as barriers in linking themselves to school undertakings were noted. Beneficial effects of collaboration to the learning process and the plan of activities to intensify and sustain maximum participation were also considered. Said concerns will then contribute to the attainment of learners' and school's improved performance level as well as the successful implementation of varied school Department of Education programs. Gaps in implementing school PAPs geared towards improved performance of the school populace in all indicators were filled-in.

DISCUSSIONS

The study reveals that it is the school's responsibility to always take the initiative of welcoming parents into school and provide opportunities for involvement. Regular communication of school policies and programs will intensify and encourage parents' involvement which is indispensable for attaining the desired performance level of school. It will then lead to a positive perception of the importance of collaboration which will result in substantial benefits to the school community. In addition, parents' alliance should always be considered by the school if improved learners' and school performance is at stake.

KEYWORDS: collaboration, synergy, performance, linkage, intensify

SUBMISSION ID: R04A-BATANP-0874

**Collaborative Approach in Teaching Mathematics among Grade Six
Pupils of Sampaga Elementary School**

Delma Dinglasan, Sampaga Elementary School, Division of Batangas City

Abstract

INTRODUCTION
Research has shown evidence of mathematical weakness in the performance of pupils. They have gaps in their understanding of basic mathematical concepts. They also tend to struggle in applying mathematical skills to approach simple problem-solving. The researcher believes that using a collaborative approach is the best method for teaching mathematics. Collaborative learning is an instructional method wherein pupils team together on an assignment. In this method, pupils can produce the individual parts of a larger assignment individually and then "assemble" the final work together as a team.

METHODS
Descriptive method of research was employed in the study. The descriptive type of research describes the educational situation as it naturally occurs. Its purpose is to describe the use of a collaborative approach to teaching Mathematics. The subjects for this study are the pupils of Grade VI of Sampaga Elementary School during the Academic Year 2017 - 2018.

RESULTS
A collaborative approach is an educational approach to teaching and learning that involves groups of pupils working together to solve a problem. After conducting a statistical analysis on the test scores, it was found out that pupils who participated in collaborative learning had performed well in solving Mathematical problems.

DISCUSSIONS
Majority of the pupils become more eager and gain positive attitudes about learning when they work together in understanding the concept. Also, the communication problem where pupils who do not participate in the class discussion finally finds the courage to engage in a group activity. Most of the pupils have very high rating performance in four fundamental operations of Mathematics when the collaborative approach was used.

KEYWORDS: collaborative approach

Collaborative Approach in Teaching Science among Grade 11 Learners in Area I, Division of Batangas

Lucky Ivy Viaro, SHS In Tuy

Abstract

INTRODUCTION
The study assessed the level of implementation of collaborative approaches such as Jigsaw Method, Online Collaboration, and Integrated approach in teaching Science among Grade 11 learners. This study also measured the dimensions of scientific attitudes in terms of critical mindedness, objectivity, open-mindedness, and questioning attitude. Relationship between the level of implementation of the collaborative approach and the observed scientific attitude was also determined. Problems encountered in teaching science were likewise found out.

METHODS
The descriptive method of research was applied in the study with the use of a constructed questionnaire as the main data gathering instrument. To substantiate the obtained data, unstructured interview and focus group discussion were also utilized. A total of 45 science teachers teaching Grade 11 science from the Senior High Schools of Area I, Division of Batangas which include Balayan, Calaca, Calatagan, Lemery, Lian, Nasugbu, Taal and Tuy were used as the respondents of the study. The whole population was utilized as respondents as the study was relatively small. The statistical tools used to treat the data were frequency, weighted mean, ranking, and Pearson-r.

RESULTS
Results from the study revealed that majority of the teachers assessed the level of implementation of the collaborative approach in teaching science as moderately satisfactory and the dimensions of scientific attitude assessment were moderately observed. Hypothesis testing revealed that there was no significant relationship between the level of implementation of a collaborative approach and the observed scientific attitude as to critical mindedness and online collaborative approach in comparison to questioning attitude, except for the jigsaw method.

DISCUSSIONS
Prominent among the problems encountered for using different types of collaborative approaches in teaching science was that not all students have electronic gadgets like the internet, laptop, cellphone, etc. while the last was the lack of satisfaction in comments received from teachers and peers. Based from the findings and conclusions of the study, the researcher proposed a Science activity called "SCIEN-CIA ImBESTigador" which, when properly implemented, may ensure the effective teaching of Science, thereby may attain effective science learnings.

KEYWORDS: Collaborative Approach, Jigsaw Method, Online Collaboration, Integrated Approach, Scientific Attitude, Critical-mindedness, Objectivity, Open-mindedness, Questioning attitude, SCIEN-CIA ImBESTigador

Collaborative Assistance for Reading Progression of Non/Slow Readers in Grade I Pupils of Indang Central Elementary School: Parent-Teacher Partnership

Mercedes Perido, Department of Education

Abstract

INTRODUCTION

Parents and teachers can help children separately or they can work together for the greater benefit of the child. They may have anxieties about working with each other. Teachers may be uncertain about the role parents can play. Parents' involvement in reading instruction is necessary but the question is "How to do this best?" Active communication is necessary for building an effective parent-teacher partnership. Positive parent-teacher communications benefit the pupil's welfare. The manner in which teachers/school interact with parents affects the extent and quality of parents' home involvement with their children's learning.

METHODS

The school made an effort to help parents develop their children's reading skills. Parents were trained to tutor and help their children who are non/slow readers. The school also provided effective reading interventions at-home such as noticing letter-sound patterns, Marungko Approach, and Claveria Technique in reading through teachers' demonstration.

RESULTS

Involving parents in their child's development and progression of reading skills leads to very positive outcomes for pupils. The effectiveness of collaboration was discovered. Parents' involvement to tutor their children was very effective and the impact of parental reading support on the children's reading skill was revealed. It can be recommended that schools should make significant efforts to help develop children's reading skills. The level of parent-teacher partnership can range from an information meeting about literacy initiative, which could facilitate reinforcement of learning at home, to full parental involvement in initiatives through home-based pedagogy.

DISCUSSIONS

Parent involvement leads to positive outcomes for pupils, especially at an early age. Parent-Teacher interaction is necessary because this is the only way we can explore the child's strong and weak areas. A smooth flow of information between parent and teacher will definitely help the child be productive in school.

KEYWORDS: Collaborative Assistance Progression Partnership

Collaborative Efforts of Stakeholders Relative to Schools Academic Performance: Basis for a Development of Partnership Manual

Nina Espaldon, Department of Education

Abstract

INTRODUCTION

This study was conducted to determine the collaborative efforts of stakeholders' relative to schools' academic performance. This study sought to answer the following sub-problems: profile of stakeholders engaged in the promotion of school's academic performance, the level of stakeholders' involvement, the level of collaborative efforts of stakeholders in improving school's academic performance, and problems encountered by the teachers and school heads in their collaboration. Lastly, a partnership manual will be developed in improving collaboration among stakeholders. Respondents are stakeholders from selected schools of Gubat, Sorsogon.

METHODS

Descriptive method was used for the analysis of answers given by the respondents. A questionnaire was used to determine the collaborative efforts of stakeholders' relative to the school's academic performance. This research adopted the qualitative method of research while the survey results were validated through interviews to get the profile of the stakeholders engaged in the school.

RESULTS

Results show that assisting learners and teachers in achieving goals to promote school academic performance got a high collaboration score between stakeholders. Consulting other professionals for the promotion of academic performance obtained a moderate collaboration score. Stakeholder's involvement in planning school projects has a moderate collaboration score as well as providing financial assistance among students who joined academic activities. Assessing the child's monthly improvement along academics has also a moderate collaboration score between stakeholders as well as communicating with teachers regarding learners' achievements.

Among 793 stakeholder-respondents, there are 195 stakeholders who have 10 years and above experience in involving themselves in school. According to the results of the interview, the stakeholders who spent a longer period of engagement in the school are the internal stakeholders. Most of them are school heads and teachers.

Among fifteen activities the respondents are involved with, acting as tutors in the learners are in the first rank.

DISCUSSIONS

The common problems met by teachers and school heads were the unsustainable engagement of stakeholders in the school.

A partnership manual was developed to guide stakeholders in effective school-community partnership. It can help build strong collaboration between internal and external stakeholders in terms of promoting schools' academic performance.

KEYWORDS: Collaborative, Stakeholders, Academic Performance

Collaborative Games in Teaching English to Grade 9 Students

Roldan C. Cabiles, SHS Teacher

Abstract

INTRODUCTION
Our Educational System has evolved to higher expectations because of globalization. It that challenges both teachers and students to be globally competitive as they deal with the demands and expectations of the world. One must be equipped with basic skills to complete a task. They have to be equipped with Critical Thinking, Creativity, Collaboration, and Communication. Students' attention only lasts for 10 minutes so teachers must be able to get the students' attention beyond that. Thus, teachers in far-flung areas find difficulties in teaching due to lack of technology.

METHODS
Quasi-experimental and Descriptive methods were used in the study. It included Pre-Survey Interview, pretest and posttest, and focused group discussions. This used Self-Assessment to determine their level of proficiency. There were five collaborative games developed by the researcher as interventions that intend to improve students' understanding regarding Verbals and Literary Devices. The study used the Effect Size Formula to determine the effect of the Game Interventions and compared it to the traditional formative assessment activities. A journal was also used to augment the effect of the Interventions.

RESULTS
The Pretest on Verbals and Figures of Speech revealed that the students did not meet the expectation. Thus, the teacher made Collaborative Games such as: Meet and Greet Otako Fever, an anime-inspired where players have to undergo specific tasks; Run for your fan, international band groups and amazing race were used as the concept of the game; First Blood Double Kill, it modified the popularly played computer game known as DOTA; Chain Poem Game, the players have to sustain the connection of the theme of the poem to continuously play the game; Speak the Lit, with Yu Gi Oh Cards as the inspiration concept of this game. The Effect Size computation revealed an important finding. It implied that the effect of the intervention is statistically significant based on the posttest mean and mean gain results.

DISCUSSIONS
This study determined the effect of Games in Teaching Language among Grade 9. It attempted to improve students' understanding of grammar and figures of speech. The researcher recommends the following: The Department of Education should have a strong advocacy program in promoting 1:1 ratio of the learning package; Remediation on the two competencies must be given among Grade 9; More interestingly, challenging and enjoying writing activities must be given to Grade 9 students to enhance their Grammar and Writing Awareness.

KEYWORDS: Collaboration, Grammar Awareness, Literary Devices, Competency

Collaborative Learning and Skills Development of Grade 10 Students: Basis for Achievement in Mathematics

Adrian Ramos, Department of Education

Abstract

INTRODUCTION
Collaborative learning is very important in achieving critical thinking. The main concern of this study focused on the effectiveness of collaborative learning techniques and skills development in the achievement of students.

METHODS
The study made use of semi-experimental research design among the 165 grade 10 students. A researcher-made questionnaire and summative test were the main sources of data. Responses and grades were interpreted using the mean, percent, Pearson Product - Moment Correlation Coefficient and Regression Analysis.

RESULTS
Student-respondents from Bulacnin National High School, Division of Lipa City perceived that the extent of effectiveness of collaborative learning as to think-pair-share, brainstorming, jigsaw puzzle, and peer tutoring aspect is "always observed". Most of the student-respondents performance level or mean achievement on collaborative learning in terms of think-pair-share as to knowledge, process, understanding, and performance is "Outstanding"; their performance level on brainstorming as to knowledge is "Outstanding"; in process, it is "Fairly Satisfactory", whereas in understanding and performance, they are "Very Satisfactory"; in terms of performance level in jigsaw puzzle technique as to knowledge, it is "Very Satisfactory, in process, it is "Satisfactory", in understanding, it is "Fairly Satisfactory", and in performance, it is "Poor"; lastly, the performance level in peer tutoring is seen as "Satisfactory" . There revealed a significant correlation between perceived extents of the effectiveness of collaborative learning techniques and achievement of students in grade 10 mathematics. Regression of students' achievement in terms of knowledge, process, understanding, and performance is significantly affected by the application of collaborative learning. Even without using the different collaborative learning techniques, students still develop socialization, belongingness, learning, style, and sense of responsibility.

DISCUSSIONS
There is no significant relationship between the perceived extent of effectiveness in utilizing collaborative learning and achievement of students in grade 10 mathematics. It is partially sustained since there are perceived indicators on the collaborative learning techniques that are partially related. The hypothesis that collaborative learning techniques singularly or in combination are not significantly related to student's achievement in grade 10 mathematics is sustained.

KEYWORDS: collaborative, skills, achievement

SUBMISSION ID: R04A-LIPAC1-0085

Collaborative Learning: A Strategy in Reducing the Academic Anxiety among 8th Grade Learners

Diana Hinahon & Patrick Sulibaga, Naic NHS

Abstract

INTRODUCTION
The on-going-discovery of new strategies in the learning process of the 21st Century learners has been felt in the educational contexts. With this, learners are continuously discovering their skills and potentials with the various learning styles given inside the classroom. The effectiveness of this activity has been recognized for years and has been reflected in schools' performances and achievements. However, most of the learners today are still experiencing test-taking anxiety almost in all academic areas.
Therefore, the researchers made use of collaborative learning as a strategy for reducing learners' academic anxiety in test-taking in all academic areas.
With this, the researchers sought to investigate the effectiveness and usefulness of collaborative learning as a strategy for reducing the academic anxiety of Grade 8 learners.

METHODS
The researchers employed the quasi-experimental design. One hundred thirty-three (133) out of two hundred (200) 8th Grade learners participated in this study. Random sampling was used to select participants from the five sections of Grade 8 students. There were 70 students for the experimental group and 63 for the control group. The PHCC Test Anxiety Questionnaire was utilized. The pre-test and post-test scores from the questionnaire were calculated for descriptive statistics and analyzed using the t-test measure.

RESULTS
There is a significant difference in the academic anxiety between students who participated in cooperative learning and students who worked alone in reducing the level of their academic anxiety. Therefore, the students' anxiety levels decreased through collaborative learning such as "Think-Pair-Share", "Numbered Heads Together" and "Peer Review". The students also had a favorable attitude toward collaborative learning as a whole.

DISCUSSIONS
The result of this study implies that collaborative learning strategy is effective in reducing the level of academic anxiety of 8th Grade learners. In this study, cooperative learning activities such as "Think-Pair-Share", "Numbered Heads Together" and "Peer Review" are believed to be effective and useful in reducing the academic anxiety of the learners. The result of this study also implies that working alone does not help in reducing the level of academic anxiety of 8th graders.

KEYWORDS: Cooperative Learning, Academic Anxiety, Test-taking Anxiety

SUBMISSION ID: R04A-CAVITP-0983

Collaborative Learning: Its Effect to the Performance in Mathematics of Grade 9 Students

Cleo Mae Castaneda, Linga National High School

Abstract

INTRODUCTION

In the Philippines, the educational curriculum is being enhanced into an outcomes-based education which focuses on the student as the center of learning. Learners' diversity is considered and there is much emphasis on group work. To adapt to this new curriculum, several teaching practices were constructed in enhancing the teaching-learning process. Since many Filipino children show enthusiasm through hands-on activities and interactive approaches, collaborative learning is used for effective teaching. Based on the observations and experiences, the researcher decided to make a study using collaborative learning in improving the performance of Grade 9 students of Linga National High School. This study was made to determine and discuss the effects of using collaborative learning to the performance of students and to look for the significance of using this method in classroom discussion.

METHODS

The researcher administered the pre-test and post-test which was a 30-item questionnaire. The means and standard deviations were computed to get the mean level performance of the students. After the instruction, the students answered a survey checklist which determined the status of using collaborative learning. The t-test was used to determine if there was a significant difference in the 5-point Likert scale for survey results. It was also used to determine the difference between pre-test and post-test results for determining the effectiveness of collaborative learning.

RESULTS

The mean level of using collaborative learning as a method of instruction in terms of simulation games is "Very Effective" with a mean of 4.38; in terms of think-pair-share, it is "Very Effective" with the mean of 4.41; and in terms of group problem-solving, it is "Very Effective" with a mean of 4.50. The pre-test was 13.93 or 81.26 % and interpreted as "Below Average" while the post-test was 21.67 or 90.28 % and interpreted as "Above Average". The hypothesis that collaborative learning has no significant effect on the performance in Mathematics of selected grade nine students of Linga National High School was rejected.

DISCUSSIONS

Based on the results, the use of collaborative learning as a method of instruction has a significant effect on the Grade 9 - Fortitude students' performance in Mathematics 9. The researcher highly recommends the use of collaborative learning to make learning more interactive and to make teaching more effective. Facilitators may be more open to new ideas and practices in teaching.

KEYWORDS: collaborative learning, performance, think-pair-share

Collaborative Mind Mapping in Enhancing Pupils' Academic Achievement in Science 6

Arcedel Pagana, Department of Education - Tayabas

Abstract

INTRODUCTION

Today, Critical thinking and 21st-century skills are needed by learners to widen their horizon in learning Science. According to Press (2015), reinforcing the mind and processing new information helps learning become meaningful. The challenge is raised for the teachers for them to find suitable and innovative activities that will help learners understand the concepts in Science in a simple and enjoyable way. This study aims to determine the use of collaborative mind mapping in enhancing student academic achievement in Science 6. It attempts to find out if there is a significant difference in the pretest and posttest scores of the two groups of respondents.

METHODS

The experimental method of research following match pairs design was utilized among 66 grade 6 pupils of TWCS II and 30 Science teachers in Division of Tayabas City. For the statistical analysis, the mean profile was used to determine the respondents that are subjected to the experimentation while the weighted mean was utilized to see the acceptability of the collaborative mind mapping lessons. Moreover, t-test was used to determine the significant difference in the academic achievement of Grade 6 after utilizing the collaborative mind mapping in Science 6.

RESULTS

Based on the data gathered, it showed that the two groups of respondents were fit for experimentation. An increase in scores on their posttest was evidently shown in the experimental group compared to their pretest. It was revealed that there is a significant difference in the academic achievement in the respondents who were subjected to the experimental group than in the controlled group. Collaborative mind mapping lessons were highly acceptable to the science teachers in terms of appropriateness, content, usefulness, and appeal to the target users.

DISCUSSIONS

The result of this study revealed that students who were taught collaborative mind mapping lessons significantly increased their scores rather than those who were taught the traditional approach. Collaborative Mind Mapping has potential effectiveness when incorporated in Science lessons. Teachers should try to venture to different subjects at the elementary level to facilitate meaningful learning and develop holistic learners.

KEYWORDS: academic achievement, collaborative mind mapping, science 6

SUBMISSION ID: R04A-TAYABA-0003

**Collaborative Professional Learning through Lesson Study: A tool to
Improve Science 9 Classroom Instruction**

Lorna Gayla, Looc Integrated School

Abstract

INTRODUCTION
This study intended to introduce lesson study as a strategy for improving the teaching of Science 9 in Looc IS and Punta IS in the Division of Calamba City. This also helps Science teachers and research lesson implementers in crafting the best research lesson for the classroom to increase learners' achievement in Science.

METHODS
This study used qualitative data through Consensual Qualitative Research (CQR).

RESULTS
Based on the data gathered, the researchers identified the lessons gained from the successful implementation of the research lesson devised by the lesson study team. Through observation, field notes, video recordings, and formal interviews, teacher's insights were categorized into different domains in consensus with the team.
The following statements by the teachers in this study illustrate the lessons gained through the lesson study:
Teacher 1: "It is easy to prepare the research lesson when there is a collaboration with colleagues. It has a very promising result in terms of student's achievement as revealed by their MPS scores in formative assessments and reflections."
Teacher 2: "I've learned that collaboration in preparing research lesson would really yield positive results. From critiquing each part of the research lesson, we become aware of the strengths and weaknesses of the planned lesson."

DISCUSSIONS
The results demonstrated that lesson study is effective in improving Science 9 classroom instructions among Grade 9 students, thus the adaption of lesson study in improving the teaching-learning process is suggested.

KEYWORDS: collaborative, professional learning, lesson study, consensus qualitative research

Collaborative Reading Enhancement Activities Towards Excellence

Amelia Panganiban, Department of Education

Abstract

INTRODUCTION
Based on the result of the Phi-IRI administered last June 2018, 47 out of 111 Grade 4 pupils of Calubcob Primary School were identified as reading in frustration level. Based on this result, the researcher explored the reason why these students are not doing well in reading. In an attempt to decrease the number of identified frustration readers from 47 to at most 10 (20%) pupils by the end of December 2018, the researcher decided to implement a methodological approach in class that is more engaging and more effective in getting students to participate in their reading class.

METHODS
First, the researcher conducted a survey to find the root cause of the pupils' poor reading habits; what hinders the pupils from reading; and what materials and strategies were required by the target pupils. Through the checklist form as the main data gathering instrument, she gathered and tabulated the data based on the results of the survey. Finally, she provided different strategies such as using storybooks and other reading materials, pair reading, and enrolling in a special reading class as methods for improving reading among learners.

RESULTS
After the survey, the researcher discussed and decided what strategies should be emphasized. Taking into account the results of the Phil-IRI and the survey, she decided to pay more attention to use strategies such as using storybooks and other reading materials; ICT intervention in reading through the form of games, songs, puzzles and others; identifying reading patterns on the following qualifications: independent reading level, trainable, with commitment and care and know how to value confidentiality; enrolling in a special reading class that was arranged to focus on reading development in selected pupils during non-class hour; and providing exercises that measure the comprehension skills of pupils were given. These strategies were identified because the percentage of frustration level from 47 (42%) pupils decreased by 8 (7%) pupils.

DISCUSSIONS
The researcher and her peers shared their common problems in teaching/ learning and then worked cooperatively to solve the problems. Assigning other teachers, observing sessions, interviewing pupils regarding the program/lessons, and filling out the Monitoring and Evaluation Form are suggested. Designing emergency schedule in the absence of the Reading Teacher, communicating with the persons involved in the reproduction of reading materials such as the storybook, big book, flash cards, and preparing these reading materials in advance were also recommended.

KEYWORDS: Collaborative, Reading, Phil-IRI, Enhancement

Collaborative Strategy in Teaching Filipino in Lemery Senior High School (Kolaboratibong Estratehiya Sa Pagtuturo Ng Asignaturang Filipino Sa Lemery Senior High School)

Jennifer Mendoza, Lemery Senior High School

Abstract

INTRODUCTION

At present, teachers are required to observe the 2C-2I-1R pedagogy in enhancing and nurturing 21st-century learners. The researcher focused on the collaborative strategy of teaching to prepare the learners to interact, cooperate, and produce reliable outputs. The collaborative strategy involves learners' learning through joint efforts for making a better output. The research was conducted to know what best strategy suits the learners. It is essential, most especially for teachers, to determine the kind of strategy needed for a specific group of learners.

METHODS

A descriptive method was used by the researcher in this study. It is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and then making an adequate and accurate interpretation about such data with or without the aid of statistical methods. Eight (8) teachers of Filipino were chosen as the respondents for this study.

RESULTS

Based on the conducted research, the data gathered were presented and interpreted. Online collaborative strategy and some suggested interventions such as the use of PowerPoint presentation, movie maker, and video in line with some social media applications were utilized. On the scale, the frequently used strategy is the Integrated Process Approach. It involves thinking as a group for the entire project, emphasizing connection which eventually led to improving communication among students. On the other hand, Online Collaborative Strategy garnered the least preferred strategy involving students' technological advancement and using one's knowledge of technology. Some difficulties encountered by teachers include a large number of enrollees, leading to non-focus of teacher-learner environment. Another is the lack of existence of a learning resource center. As such, an action plan was conducted to address the problem regarding the teaching strategies used in teaching Filipino.

DISCUSSIONS

The result showed that (a) Learning Action Cell session of the teachers need to be conducted monthly for them to enhance their professional implication; (b) Focus on the teachers of Filipino is needed to establish Filipinism among students; (c) Encouraging teachers for technology integration lead to interactive teaching-learning process; and (d) The results of the study serve as a guide for Filipino teachers in choosing appropriate teaching strategies for enhancing and improving teaching and learning.

Collaborative Teaching Strategies: as Tools for Enhancing the Performance of Grade IV Pupils in Mathematics at Paaralang Elementarya Ng Calubcub 1

Norielyn Bernarte & Rosabel Berania, Department of Education

Abstract

INTRODUCTION

This study aims to determine the effect of established collaborative teaching strategies on the achievement of both general and special education students in a fourth-grade math inclusion classroom. It involved Pre and Post-Test as well as interviews with teachers to determine their perceptions on the effects of using collaborative approach in teaching Mathematics.

The findings of this study suggested that teaching Mathematics using the collaborative approach may have a positive effect on pupil's behavior. Findings led to the information that teachers play a vital role in developing the performance of pupils in Mathematics.

METHODS

This presents a brief description of the research design, the subject of the study, data gathering instruments used, data gathering procedure, data analysis used, and the statistical methods used in presenting, analyzing, and interpreting data.

RESULTS

This part presents the data gathered together with the corresponding analysis and interpretation. The data presented are in tabular form and organized in a sequential manner following the order of presentation of the specific problem.

DISCUSSIONS

Performance in Mathematics depends on how well the pupils understood their lessons and how well they retained the concepts taught to them. In measuring the respondent's performance, they were given a researcher-made test that covers all the learning areas tackled within the curriculum.

The researcher used the six types of collaborative learning strategies conducive in enhancing the academic performance of Grade IV pupils in Mathematics at Paaralang Elementarya ng Calubcub 1.

Upon review of pre-test and post-test, it was found that the pupils of Grade IV from Paaralang Elementarya ng Calubcub 1 made a gain of 23% in their overall learnings during the presentation and discussion of lessons within the curriculum.

In summary, the administered pre-test and post-test about Mathematics based on the K to 12 curriculum had a positive effect on pupil's outcomes. The 23% increase in the result evidently revealed that lectures and activities during Mathematics time really aided the pupils to attain more knowledge about number facts and problem-solving.

KEYWORDS: Collaborative, Performance

SUBMISSION ID: R04A-BATANC-0528/ R04A-BATANC-0529

Collaborative Teaching Strategies: as Tools for Enhancing the Performance of Grade IV Pupils in Mathematics at Paaralang Elementarya Ng Calubcub 1

Norielyn Bernarte, Department of Education

Abstract

INTRODUCTION

This study aims to determine the effect of established collaborative teaching strategies on the achievement of both general and special education students in a fourth-grade math inclusion classroom. It involved Pre and Post-Test as well as interviews with teachers to determine their perceptions on the effects of using collaborative approach in teaching Mathematics.

The findings of this study suggested that teaching Mathematics using the collaborative approach may have a positive effect on pupil's behavior. Findings led to the information that teachers play a vital role in developing the performance of pupils in Mathematics.

METHODS

This presents a brief description of the research design, the subject of the study, data gathering instruments used, data gathering procedure, data analysis used, and the statistical methods used in presenting, analyzing, and interpreting data.

RESULTS

This part presents the data gathered together with the corresponding analysis and interpretation. The data presented are in tabular form and organized in a sequential manner following the order of presentation of the specific problem.

DISCUSSIONS

Performance in Mathematics depends on how well the pupils understood their lessons and how well they retained the concepts taught to them. In measuring the respondent's performance, they were given a researcher-made test that covers all the learning areas tackled within the curriculum.

The researcher used the six types of collaborative learning strategies conducive in enhancing the academic performance of Grade IV pupils in Mathematics at Paaralang Elementarya ng Calubcub 1.

Upon review of pre-test and post-test, it was found that the pupils of Grade IV from Paaralang Elementarya ng Calubcub 1 made a gain of 23% in their overall learnings during the presentation and discussion of lessons within the curriculum.

In summary, the administered pre-test and post-test about Mathematics based on the K to 12 curriculum had a positive effect on pupil's outcomes. The 23% increase in the result evidently revealed that lectures and activities during Mathematics time really aided the pupils to attain more knowledge about number facts and problem-solving.

Collaborative Use of Technological Resources in Teaching Mathematics for Public Elementary Schools Municipality of Amadeo

Clarice A. Sarmiento

Abstract

INTRODUCTION

The challenge for elementary education has been to create a new generation of teachers capable of employing a variety of technological tools in all phases of academic, administrative, research, and extension functions.

METHODS

This study utilized the descriptive method of research wherein the respondents of the study were the faculty members teaching mathematics in the selected public elementary schools in the Municipality of Amadeo, Cavite. Purposive sampling was used to determine the respondents and a set of questionnaires was the main data gathering instrument.

RESULTS

1) In terms of the Profile of Respondents, particularly in the Years of Teaching, out of 130, 5 or 3.11% had taught Math for more than 31 years, 59 or 36.6% are within 21-30 years, 51 or 31.7 are within 11-20 years; 43 or 26.7% are within 1-10 years, and only 3 or 1.9% are with less than a year. In terms of Seminars Attended, 77 or 48% have participated in the school level and 116 or 72% in the district level. For the average number in the district level, it was 124 or 76.98 %, 76 or 48.2% at the regional level, and only 6 or 3.7% at the national level. In terms of Knowledge in technology use, 68 or 42.23% were not knowledgeable, 44 or 27.33% were using it, 37 or 22.99% were currently using and only 12 or 7.45% finished an ICT learning course

(2) On the Assessment on the use of technology, particularly on the Students' Preparedness, teachers assessed students were computer literate. The composite mean of 2.91 as revealed respondents while students' preparedness was agreed. In terms of Teachers' Preparedness, Use and integration of technology, the composite mean of 2.99 revealed teachers' preparedness of acceptability to technology was revealed as agreed. In terms of Availability of facilities, schools can provide network support in the use of technology. The composite mean of 2.87 indicated that infrastructures were agreed in acceptability of blended learning approach. In terms of the Level of the teachers' competencies in using technological resources and in demonstrating the preparation of technological tools achieved, the composite mean on the level of teacher's competencies on the use of technological tools was 3.14 with a verbal interpretation of competent. In terms of the Problems encountered by respondents in the inadequacy of materials, tools, and equipment achieved, the composite mean of 2.84 with a verbal interpretation of often was revealed.

DISCUSSIONS

Implementation of this technological tool to assess the integration of technology had been found effective in determining the teachers' competencies in collaborative use of technological resources in teaching Mathematics. This can be endorsed to other administrators as the utilization of this can be a potent vehicle towards attaining the goals of the school.

KEYWORDS: Collaborative use, teachers' competencies, technological resources, technological tool

SUBMISSION ID: R04A-CAVITP-0635

Collaborative-Programmed-Discovery Method: An Intervention to Improve the Mathematics Performance of Grade Ix Students of Jose Rizal National High School

Earl Abad, Teacher

Abstract

INTRODUCTION

The Department of Education continuously makes innovations to improve the performance of the students in Mathematics. However, the students still have difficulty with this subject. After I conducted an interview with the students, I found out that they find difficulty in solving problems when the teacher is no longer guiding them. They also revealed that they were used to depend on what the teacher is teaching them instead of constructing their own knowledge. In this study, I explored the effectiveness of the innovation I made to enhance the performance of the students in Mathematics. This innovation is called Collaborative-Programmed-Discovery Method (CPDM).

METHODS

In this study, a combination of the quasi-experimental and correlational design was utilized. There were eighty-one (81) students who served as the subjects of the study. They were divided into two groups, the control and the experimental. The control group was taught using the conventional teaching method while the experimental was taught with the use of Collaborative-Programmed-Discovery-Method (CPDM). The said method utilized a researcher-made learning material called the Programmed-Discovery Worksheets (PDW).

RESULTS

The pre-test scores of the comparative groups have no significant difference. It means that the Mathematics performances of each group are the same prior to the conduct of the intervention. After the intervention was conducted to the respondents, post-test was administered to them. It was found out that there was a significant difference between the scores of the control group and the experimental group. The improvement of the experimental group, which was significantly higher as compared to the control group, can be attributed to the utilization of the Collaborative-Programmed-Discovery Method. It was also found out that the CPDM significantly affects the Mathematics performance of the students as shown by the correlation of their scores in the Programmed-Discovery Worksheets, summative quiz, post-test, and their Mathematics grades.

DISCUSSIONS

The results show that Collaborative-Programmed-Discovery Method was really effective in enhancing the performance of students in Mathematics. Students' understanding and retention became better when they were given the opportunity to construct their own knowledge collaboratively. Thus, utilization of teaching strategies and materials that promotes students' active participation in the learning process must be intensified.

KEYWORDS: Collaborative, Programmed, Discovery

SUBMISSION ID: R012-COTABP-0001

College and Career Readiness of Senior High School: Basis for Comprehensive Guidance Program

Junrey Villa, Department of Education

Abstract

INTRODUCTION

Trends among adolescents continue to be discouraging in terms of career and college readiness based on the National Assessment of Educational Progress' (NAEP) achievement reports and high school graduation rate data. This phenomenon was also observed in the division of General Santos City, particularly in Lagao National High Schools Senior High School. In fact, school career advocates have faced a real challenge of ensuring that necessary preparation is undertaken to improve readiness among SHS graduates. Thus, it was deemed imperative for the school to find relevant and responsive ways to assess the students' level of readiness in college and career. By determining the appropriate career guidance program for these students, schools can meet national and international standard. Hence, evidence-based practice in the guidance program was the main rationale for this study.

METHODS

This is descriptive research design. In a descriptive study, information is collected without changing the environment. This involves description, recording, analysis, and interpretation of conditions that exist among non-manipulative variables (Sevilla, Ochave, Punsalan, Regala, & Uriarte, 1992 in Navarez, 2010). A researcher-made instrument was administered to determine the level of readiness among SHS students. A total of 89 grade 11 students were randomly selected in both Technical Vocational and Livelihood and Academic Track. Data were analyzed using percentage and weighted mean.

RESULTS

The overall level of readiness in college and career among SHS students were moderate. Students' communication skills are moderately ready with a 3.16 weighted mean score; their collaboration skills are moderately ready with 3.50 weighted mean score; their creative thinking skills were rated with a 3.27 weighted mean. Moreover, their job search skills got a relatively low score among other constructs in the study with a 2.95 weighted mean score and their technical skills were moderately ready with a 3.26 weighted mean score as well.

DISCUSSIONS

This means that Senior High School students are moderately ready for college and career. Among the components measured, the job search skills obtained the lowest weighted average mean score of 2.95 which entails a need for improvement on this category. Based on the results, a comprehensive career guidance program was developed and recommended for implementation to senior high school students. This aimed at improving the college and career readiness of students, giving more premium to their job search skills.

KEYWORDS: College and career readiness, career guidance, senior high school

College Entrance Exam Result and High School Scholastic Records: Bases of Student Academic Performance in a State University

Vienna Mi Feranil, Cavite State University - Trece

Abstract

INTRODUCTION

An entrance examination is an examination that many educational institutions use to select students for admission. These exams may be administered at any level of education, from primary to higher education, although they are more common at higher levels. It was in the school year 1997-1998 when the school decided to use the standardized test of the CEM. After a few administrations, it was found out that none was able to pass the test or hardly reached an expected score. Due to fear that only a few will be qualified to enroll in college which may lead to bankruptcy, the school decided to stop the administration of the said standardized test by the CEM and returned to using the teacher-made test.

METHODS

The study used correlational research method. The method was used to investigate the extent to which variations in one factor such as the first year college academic performance correlate with variations in one or more other factors such as college entrance exam results and high school scholastic records based on the correlation coefficient. The primary data were obtained through the entrance exam results, high school scholastic records, and college academic grades from the Office of the Campus Registrar.

RESULTS

College entrance exam results of students have fairly satisfactory results. Participant's high school scholastic records and academic performance in college are satisfactory. There is a significant difference between the college entrance exam results and high school scholastic records in students' academic performance in college. The F-ratio of 46.36 is greater than the F critical value for .05 level of 3.01. The computed F-ratio being greater than the tabulated F-ratio means that the null hypothesis is rejected. Rejecting the null hypothesis further proves that college entrance exam results and high school scholastic records are significant to student's academic performance in college.

DISCUSSIONS

The college entrance exam results and high school scholastic records are significant to student's academic performance in college. According to the Campus Registrar, high school records could be a determinant of college entrance exam since the students had their high school for four years and the entrance exam measures their gained knowledge from their previous education. It may also the reason why the college entrance exam could also be a determinant of first-year college grades since they are in the adjustment period from at least four years in high school.

KEYWORDS: entrance exam, scholastic record, academic performance

SUBMISSION ID: R04A-CAVITP-0059

Color-Coded Clam Shells: Localized Learning Material in Increasing the Mastery Level on Bohr's Atomic Model

Chalyn Gonzales, Department of Education, Linga National High School

Abstract

INTRODUCTION

Science is a core element in elementary and secondary levels. It aims to develop scientific literacy among students and prepares them to actively participate in the natural world. Based on the result of the First Quarter Examination in Science, Grade 9 students got the lowest MPS of 38.1 %. It also shows that based on the diagnostic test for the Second Quarter, the least mastered topic includes the Bohr atomic model, with students having difficulty in understanding the concept with pure lectures and abstractions. The use of localization in teaching science will be a great help to students since it involves materials that are available in their locality. It is along this line of thought that the researcher conducted research for the purpose of determining the effect of using Color-Coded Clam Shells as a Localized Learning Material in increasing the mastery level on Bohr Atomic model of Grade 9-Fortitude students at Linga National High School.

METHODS

The pretest and posttest were administered to Grade 9-Fortitude students. The scores in the pretest and posttest were gathered and statistically treated. The researcher used the descriptive survey method. To obtain the data needed to determine the effects of Color-Coded Clam Shells as a Localized Learning Material in Bohr's Atomic model, a researcher-made questionnaire is constructed. A 5-point Likert-type scale is used, ranging from strongly agree to disagree, to determine their responses concerning the matter mentioned above.

RESULTS

The result of the assessment showed the pretest result with a weighted mean of 2.48, SD of 0.83, and SE Mean of 0.13 as compared to the post-test which has a Mean of 9.64, SD of 0.62, and SE Mean of 0.10. A significant mean difference of 7.16 manifested that using Color Coded Clam Shells has a significant increase in the mastery level of Bohr's atomic model of Grade 9-Fortitude students at Linga National High School.

The researcher found out that Grade 9-Fortitude students enjoy using color-coded clam shells in the activity. The weighted mean of 4.615 with a verbal interpretation of strongly agree indicates that the use of color-coded clamshells has a great impact on the students.

DISCUSSIONS

Based on the result, the Color Coded Clam Shells, as localized learning material, increase the mastery level of Grade 9-Fortitude students on Bohr's atomic model. The researcher highly recommends the use of these clam shells as localized learning material to science teachers and they should utilize it to other topics so the students can easily understand science concepts.

KEYWORDS: color-coded clam shells, learning materials, mastery level

SUBMISSION ID: R04A-LAGUNA-0092

Color Psychology: Effects of Colors in the Behavioral Tendencies in the Academic Performance of G -11 Senior High School

Ma. Kristina S. Sayo, GMATHS

(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

The study will try to uncover the effects of colors in the behavioral tendencies affecting the academic performance of Grade 11 students of General Mariano Alvarez Technical High School.

METHODS

The researcher used the descriptive qualitative method of research. Ten respondents from the different specializations of the Grade 11 Academic and TVL strand acted as respondents of the study. The survey questionnaire was used to determine the responses of the respondents

RESULTS

The result of the study showed that whenever students see bright colors, they are more apt to learning. On the other hand, whenever they see dull colors, boredom strikes, greatly affecting their mood towards learning.

DISCUSSIONS

The result of the study support the findings of the study of Boyatzis and Varghese in 2001 and 2003 respectively. The three studies showed the relationship of colors on student performance. Furthermore, the result of the study revealed that colors help students in their behavioral tendencies in performing academic activities.

KEYWORDS: color, psychology, behavior, student, senior high, gmaths

SUBMISSION ID: R04A-CAVITP-0662

Color-coded Mail Instructions (CocoMaIn): An Integrative and Interactive Classroom Management Strategy for Grade 11 Mathematics

Marlyne R. Luistro, MAT, Buhaynasapa National High School

Abstract

INTRODUCTION

Understanding Mathematics is vital as it helps people develop critical and analytical skills that can be used not only in studies and career progression but also in real-life math problems and situations. To achieve progress in students' learning, teachers should make plans and manage the classroom as effective as possible. Once a teacher loses control of their class, it becomes increasingly more difficult for them to regain control. As such, this study aimed to test the effectiveness of Color-coded Mail Instructions (CocoMaIn) as an integrative and interactive classroom management Strategy for Grade 11 Mathematics.

METHODS

The study used the descriptive method with a validated questionnaire as a research instrument. The respondents were the 100 Grade 11 students of Buhaynasapa National High School during the School Year 2018-2019. They were selected through purposive sampling. The researcher sought the approval of the authorities before personally administering the research instrument used.

RESULTS

The respondents agreed that they are comfortable enough with their teacher and classmates inside the classroom. However, there are instances that they found a hard time expressing themselves. The proper lighting and ventilation inside their classroom are highly appreciated by the respondents. There is also an appropriate arrangement of the furniture such as chairs and tables that makes them move freely for performing activities. Thus, the key components of classroom management are very essential in the learning experience of every student. CoCoMaIn, as a teaching strategy, emphasizes positive reinforcement, homework or assignments, announcements and classroom setting that are highly appreciated by the respondents. The students are even motivated to acquire knowledge by means of reward. Thus, these aspects of classroom management need to be enhanced and well-defined. Teaching Mathematics is a challenging task because it needs a definite strategy to keep students interested and willing to acquire knowledge. Thus, CoCoMaIn provides an active learning strategy that makes the students become participative and makes them understand lessons easily.

DISCUSSIONS

CoCoMaIn, as an integrative and interactive way in teaching, enables the teacher to integrate examples and connect Mathematics to other subject areas. Most of the respondents agreed that they learned best when their teacher presents collaborative group activities. Thus, CoCoMaIn makes the process of learning more cooperative and collaborative.

KEYWORDS: Color-coded Mail Instructions, CoCoMaIn, integrative, interactive, Mathematics

SUBMISSION ID: R04A-BATANP-1359

Color-Coded Vocabulary for Improving Simple Sentence Structure

Remilyn Agra, Concepcion-Mojon E/S

Abstract

INTRODUCTION
Vocabulary is a significant component in speaking, reading, and writing instruction. Grade three learners should be able to use English vocabulary proficiently in varied and creative oral and written activities based on the K to 12 curriculum. And yet, the grade three learners have difficulty in constructing a sentence. This study shows the impact of color-coded vocabulary as a learning intervention on pupils' performance in sentence structure in English.

METHODS
A purposive method was chosen to examine the impact of Color-Coded Vocabulary on pupils' performance in sentence structure in English. The respondents of the study were thirty-two grade three pupils of Concepcion-Mojon Elementary School. They were given a pre-test to determine their knowledge about word meaning and its usage. Then, pupils were assessed using the posttest to identify the difference in pupils' performance before and after the study.

RESULTS
Based on the data gathered, the use of Color-Coded Vocabulary has a significant difference in pupils' level of performance in sentence structure in English before and after the implementation of the study. This proved that the use of Color-Coded Vocabulary has an impact on pupils' performance in sentence structure.

DISCUSSIONS
The study proved that the use of Color-Coded Vocabulary helped increase the level of pupils' performance in sentence structures. Teachers should have a list of vocabulary encountered in the lesson for the pupils to study every day. They should also help and let their learners use the words encountered in a sentence.

KEYWORDS: color-coded vocabulary, simple sentence structure,

Color-Scheme Retention: Its Effectiveness among Grade Seven students of Batangas State University-Main Campus I

Ivan Russell R. Chua, Jon Limuel M. Calinao, Nicolas Ynan A. Bool, & Ranveer C. Castillo, Batangas State University

(Adviser: Jed Tolentino)

Abstract

INTRODUCTION

Memory retention is a skill of high importance especially in school where you need to pass a multitude of tests to graduate. The problem lies with the inability of students to memorize and retain information for their examinations. There have been many types of research which aimed to alleviate this difficulty, but it does not apply to everybody. This is where the researchers introduced the idea of colors which has been proven to boost cognitive abilities. This study's purpose is to know which among the colors white, orange, blue, and green will be the most effective for studying and improving the cognitive skills of the respondents.

METHODS

A visual memory test was used. Thirty grade seven students were selected through stratified random sampling. There were three strata which were further divided based on their first quarter grades. Packets filled with papers containing 15 words per color were used. Two other papers were in the packets - a multiplication task to deviate the respondents' attention and an enlistment sheet. The respondents were given a minute to familiarize themselves with the words highlighted using different colors. They were tasked to answer the arithmetic task and list down the words after. The process was done with all colors twice to achieve reliable results and minimize external factors that may have affected the students. The statistical treatments used are One-way ANOVA test, Bonferroni Post Hoc test, and Mean Plot Diagram.

RESULTS

The results showed that orange garnered the highest average number of words that a student can memorize with 9.82 words. It was followed by white, green and blue. The means of words with the orange background is significantly different from those of white, blue, and green. The outcome was consistent in each stratum and both trials. This shows that the warmer color orange best boosts the memory retention of a person as compared to the usage of white and cooler colors blue and green.

DISCUSSIONS

Orange emerged as the most effective color for memory retention. This result is consistent with the findings of both Huchendorf (2007) and Krahn (2018) wherein warm colors had a higher effect in boosting memory retention. The present study, however, limited the colors to those of Gutierrez (2016)'s most effective colors for learning. With the results garnered, future researchers may focus their study on warm colors and the different shades of their chosen colors.

KEYWORDS: cognitive ability, colors, memory, retention

SUBMISSION ID: R04A-BATANC-0173

Combating the Stigma: Lived Experiences of Technical- Vocational Learners and Teachers on Pre-Conceived Notions

Katherine Hilda Trigueros, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION
"Education for All (EFA)" has become the mantra in today's education system. Still, there are groups of students such as those who drop out of high school, those who completed high school but did not continue to college, and those who entered college unprepared and often drop out. The K to 12 program has been implemented to encourage these students to complete high school, ensure that they are better prepared for jobs when they graduate, and, perhaps, even increase their chances of entering college. Moreover, education can be classified into academic and technical-vocational. These two types of education encompass the ability of the students to improve themselves in the way that they want.

METHODS
The study utilized the use of qualitative research with phenomenology as an approach. The six respondents were chosen purposively following the ethical considerations for conducting a qualitative study. A semi-structured interview was prepared in gathering the needed data for the study.

RESULTS
On the phenomenological study on the lived experiences of the public school teachers and students of Calamba City as to the aspect of showing discrimination and stigma in taking their courses, the themes that emerged were: outside influence and course alignment; acceptance of the stigma and addressing unfair treatment; various challenges that delay skills development; mass promotion despite the lack of learning materials; and pride in being in technical-vocational courses.

DISCUSSIONS
In the course of the interview with the co-researchers, it was found out that vocational education focuses too much on the narrow job training. It is out-of-step with changes in the industry. It prepares young people for occupations without academic rigor. Perceptions of people affect the way they see things. There are some factors that may be considered why certain actions take place in one's day-to-day living. On the other hand, Filipinos have close family ties that they value so much. They consult their family first before finalizing anything or making decisions.

KEYWORDS: technical-vocational, challenges

Come Read with me like ABC: An Experimental Study in Improving the Grade 7 Students' Reading Skills

Cherry Mie Destor, Department of Education

Abstract

INTRODUCTION

Reading is a process of creating meaning to what has been on the text. It has been a teacher's challenge to encounter students who cannot read since reading is one of the macro skills that one must master. By learning how to read, the knowledge among other areas can be learned. This study aims to improve the reading skills among grade-seven students of Wakat National High School. Providing interventions for the students to read and understand their lessons is a challenging part for the teacher. But with passion combined with effective strategies, it can crop learned individuals. These could help struggling readers develop their reading skills at their own pace and with confidence.

METHODS

The researcher utilized the Purposive selection of subjects who were identified in the non-reader level in the pre-test of ORPT. The researcher used technology-assisted instruction with an audiolingual method for the comprehension level. It is an approach to develop their senses between visual, auditory, and cognitive abilities. In determining the subjects' reading skills, the students' reading level was analyzed by comparing their ORPT in Pre-test and after the interventions were provided. The said interventions are conducted at the subjects' most convenient time. Data were analyzed using PAST software.

RESULTS

The teacher conducted the post-test to both the controlled and experimental group after 2 months of applying the intervention. It was shown that in the experimental group, 6 out of 8 students improved their reading skills. However, one of the 2 remaining students was considered as unbearable due to his health status while the other one was due to his habitual absenteeism. On the other hand, in the controlled group, there were no improvements found.

DISCUSSIONS

The intervention, which includes the peer tutorial and buddy system and even home visitation, is an effective way to cater to the needs of the non-reader students. Moreover, after the intervention, the students were able to recognize already simple letters and words like "theory" though they still find it hard to read some words with diphthongs like "lighter". Encountering difficulties in reading skills also followed with difficulties in spelling and writing. It cannot be denied that when teaching the respondents how to read, the tutors would have to let them spell and write the word for them to determine that the respondents were not just memorizing the lesson.

Comic Strips: An Assessment Tool in Enhancing Reading Comprehension Skills of Grade 7 students of Wenceslao Trinidad Memorial National High School

Divina Maligaya & Ma. Rena Sanico, Department of Education

Abstract

INTRODUCTION

Reading is regarded as somewhat dull because today's generation gets this philosophy from movies. In fact, studying literature can assure intellectual stimulation even at the beginning stages of learning. Comprehension is the ultimate goal of reading. Without comprehension, reading is simply following words on a page from left to right while sounding them out. However, there are different factors that affect the comprehension skills of the students. In usual classroom scenarios, students experience difficulties in comprehension when it comes to reading a selection. Therefore, the researchers conducted the research to determine the efficacy of comic strip in enhancing the reading comprehension skills of Grade 7 students at Wenceslao Trinidad Memorial National High School.

METHODS

The study used an experimental method of research wherein the researchers manipulated one or more variables, controlled and measured any change in other variables.

RESULTS

This study proved that the comprehension level of the students using the traditional way of reading was low. However, the comprehension level of the students using comic strips was high. The comic book is suitable and within the needs of the learners and it can be an effective tool in improving the comprehension of the learners.

DISCUSSIONS

The study revealed that the students found reading using comics strip interesting. The respondents claimed that it is relevant as they agreed that a comic strip is a perfect tool for them to be more creative in reading. This research was confined to the investigation of the effectiveness of comic strip in enhancing the reading comprehension skills of Grade 7 students of Wenceslao Trinidad Memorial National High School.

KEYWORDS: Comic Strips, Comprehension, Instructional Materials, Motivation, Interests, Context Clues, Pictures, Creative Tool

SUBMISSION ID: R04A-BATANP-0726

Comics: as a Medium for Reading and Understanding of Popular Literature on Level 9 Students of Balibago National High School

Morena Ticzon, Balibago Integrated High School

Abstract

INTRODUCTION
In modern times, it is difficult for students to understand and appreciate Filipino literature. It is usually considered as boring and very unappealing especially if it is written in Filipino. The researcher believes that the use of Comics as a tool will pique the interest of students and provide a better understanding of the literary works.

METHODS
The study will illustrate that Comics will aid the students' understanding of Filipino literature. The researcher used 3 literary works in a written form and a Comics adaptation of the same literary piece and was read by 50 students from Grade 9, section B of Balibago National High School. Percentages and weighted means were used by the researcher.

RESULTS
In the overall results of the study, it was proven that the use of comics has contributed greatly to the student's understanding of Philippine literature. It also helped in developing the interest of the student in reading, understanding, and pointing out the main topic of the literary piece. Due to the quick understanding of the literary piece, the students can easily adapt it into their everyday lives. Its positive effects overshadow the negative outcomes.

DISCUSSIONS
This study will serve as a basis for remedial programs offered especially to students without enough time to read. Along with this, the pictures and illustrations can also increase the student's interest.

KEYWORDS: Comics, Remediation, Reading, Understanding

SUBMISSION ID: R04A-STAROS-0044

COMICS: Its Effect on Grade 7 Students Ability in Story Retelling

Joan Naing, Department of Education

Abstract

INTRODUCTION

English is an important means of communication used by many countries in the world. Story retelling is an essential skill wherein students organize and describe events, enhancing their reading comprehension. Comics is one of the many media to teach story retelling. Comics are an art form using a series of static images in a fixed sequence. Using English comics as a means for teaching story retelling can be very pleasing and interesting for students. By using English comics, students will be more interested and more active in learning. They will learn something new and different from what they usually get in their class.

METHODS

This study used the quasi-experimental method of research. This method makes use of pre-test and post-test design. The primary source of data for this study is Grade 7 Magenta students equally divided into two groups. They were randomly selected for the experimental and controlled group. In this study, the experimental group of students was exposed to the use of the English comics while the controlled group relied on the typical instructions on storytelling without the use of innovations like comics.

RESULTS

The significant findings of this study include 1. Majority of the students encountered difficulty in terms of summarizing stories. 2. The developed intervention increased Grade 7 students' ability in story retelling as it elicits interest among the students. 3. Comics are an effective medium of teaching in the retelling as revealed in pre and posttest weighted mean results.

DISCUSSIONS

Selecting a good medium to teach retelling is very important. The writer assumed comics is a kind medium that attracts students' interest and stimulates them to enjoy story retelling because comics is light and easy-to-understand. It has pictures and contains shorts conversations in speech bubbles. The vocabulary used there can be inferred from both pictures and the context so students do not waste time looking up for the meaning of difficult words in the dictionary. Comics also enriched the vocabulary of pupils and stimulated their motivation and interest in story retelling.

Common Causes of Dropout in Select Secondary Schools in Batangas Province: Basis for Division-Based Dropout Reduction Program

Cora Samson, Department of Education - Batangas

Abstract

INTRODUCTION

Dropouts have significant negative consequences for individuals and for society. Reducing the dropout rate is, therefore, a national priority and an important objective of the basic education system. Hence, considering that the teachers are the educational practitioners in shaping the hearts and minds of the school children, those students who are at risk of dropping out should be given immediate attention. In this study, the researcher focused on common causes of dropouts as the basis for a division-based dropout reduction program.

METHODS

The researcher used the descriptive method. Documentary analysis of the pertinent data was employed. Based on the result of Pareto analysis, 41 secondary schools from four areas of Batangas province have shown a high dropout rate. Segmentation, characterization, and SWOT analysis were utilized to develop the program in dropout reduction.

RESULTS

Seven schools have recorded high dropout cases which are all implementing units. In the segmented data of dropout rates, the highest percentage usually occurred in the first class municipalities like Lemery, Nasugbu, Sto. Tomas, San Pascual, and Balayan. Among the 12 common causes of dropout, illness ranked first followed by taking care of siblings, child labor, lack of interest and family problems respectively. Third congressional districts got the dominant number of dropouts with physical illness, with 227 out of 393 cases, since they are the most populous localities. Second congressional districts displayed the highest number of dropout in terms of taking care of siblings. They were located in areas where there were a big number of migrant-parents commonly working in an agricultural area on a part-time basis. The incident of child labor in the sugarcane plantation was mostly identified in the municipalities situated in the first congressional districts.

DISCUSSIONS

The results showed that the division must create a program, in cooperation with the LGU related to health/medical aspect, to give intervention to the illness experienced by the students. Symposia and seminar-workshops on PARDOs that would remind the teachers, parents, and stakeholders of their roles and responsibilities to the students should be prioritized. Parental involvement in their child education is effective. Students need parental support and encouragement, especially those who display a lack of interest in schooling. Besides, the division must add a program "extended time school sessions" to cater to students taking care of siblings and working just to earn a living. Moreover, the division should strengthen the Guidance program to regularly monitor the students at risk of dropping out.

KEYWORDS: dropout, secondary schools, Batangas Province, dropout reduction program, Division-based

SUBMISSION ID: R04A-BATANP-0344

Common Errors in Solving Mathematical Problems among Grade Ii Pupils of Pacita Madrigal Warns Mababang Paaralan Ng Bagong Silang, Calatagan, Batangas

Annie Rose Sangalang, Member

Abstract

INTRODUCTION

The ability to present a solution to a problem inside the human mind is knowledge. In a very complex environment where several unknowns are present, one will find a way of dealing with it easily by viewing abstract mathematical structures and drawing conclusions from scientific and logical analyses. Mathematics plays a role, therefore, in sharpening the intellect and developing critical thinking. Competency in mathematics is the key to the goal of establishing a scientific and technologically-oriented society. It is also important to produce a generation that is competent in the field of science and technology to continually progress in the era of globalization.

METHODS

The descriptive method of research was utilized in this study. Thirty (30) Grade II pupils of Pacita Madrigal Warns Mababang Paaralan ng Bagong Silang, Calatagan, Batangas were made as subjects of the study. Data were taken from these subjects through a numeracy tool. The data obtained were treated statistically using Frequency, Percentage, and Multivariate Statistics.

RESULTS

Common errors identified in the pupils' exercises in the Mathematical Problem Solving were 214 in number. Difficulty analyzing the question asked in the problem had the highest frequency with seventy-eight (78) or thirty-six and forty-five hundredths percent (36.45%). The second one is difficulty determining the operation to be used in the problem with a frequency of forty-eight (48) or twenty-two and forty-three hundredths percent (22.43%). The third one is difficulty writing the mathematical sentence with a frequency of forty-seven (47) or twenty-one and ninety-six hundredths percent (21.96%). Difficulty identifying the given data had the lowest frequency of forty-one (41) or nineteen and sixteen-hundredths percent (19.16%).

DISCUSSIONS

The common errors identified in the pupils' exercises in the mathematical problem solving are analyzing the question asked in the problem, determining the operation to be used, writing the mathematical sentence, and identifying the given data. From this result, the researcher recommended that Mathematics teachers should find other ways for pupils to find Mathematics a fun subject that can encourage them to strive harder, elevate their achievements in the subject, especially in improving problem-solving skills of their pupils.

KEYWORDS: common errors, problem-solving, competency

SUBMISSION ID: R04A-BATANP-0445

Common Health Practices of Grade VI Pupils of Coral Na Munti Elementary School and its Effect in Their Nutritional Status

Valentina Maricel Casalme, Department of Education - Division of Batangas

Abstract

INTRODUCTION

Health and sanitation have a big role in a person's everyday living. Not just because it shows how a person lives, but also how safe and secure he/she from some threats in life. We all depend on our health from the care of hospitals and clinics. But aside from them, personally, we must take good care of our own health even in the simplest ways. Carelessness on our health may have personal risks which could be fatal if ignored. And unfortunately, these risks might be contagious particularly in small places like school where children stay most of their time. Coral na Munti Elementary School is one of SBFP (School-Based Feeding Program) recipients here in Agoncillo District, Division of Batangas province. It shields and stimulates the health of different kinds of pupils-young or old. It has a total of 382 males and 340 females, a total of 722 learners. This big population results in a scenario of having undernourished learners. After promoting this proposal, the risks of having a more explicit problem may be lessened. Because of this, the pupils can be encouraged enough on caring for their health which may help them live a healthful and happy life in school and at home.

METHODS

The data gathered were analyzed and interpreted through the use of frequency ranking and weighted mean. Thirty pupils from a population of 104 pupils were the respondents. There is no age range and sex range for profile variables. Their teachers were also consulted to collect more proficient and accurate data.

RESULTS

Health practices had a great effect on the nutritional status of pupils. Sleep was really a part of improving the health of every pupil. Washing hands after excreting prevent different bacteria that can cause transmittable diseases. Brushing teeth at least two times a day really helped in having clean, strong teeth and gums, and in avoiding bad breath. Jogging every day helped with the right circulation of blood inside the body.

DISCUSSIONS

Encouraging pupils to practice health habits had the greatest impact in terms of maintaining normal nutritional status. Teachers must be concerned with the pupils for they are the instruments in improving the nutritional status of wasted pupils, most particularly those who are severely wasted once, and maintaining the result for those normal. Proper caring of the body aided a lot in the development of one's well being.

KEYWORDS: health, health information, sanitation, behavior

Common Learners' Disruptive Behaviors in the Classroom and Their Attributing Factors as Perceived By Grade 10 Teachers and Students of Taysan National High School

Elizabeth B. Cuevas, Josephine P. Benzon, & Ma. Teresa Liwanag,
Department of Education

Abstract

INTRODUCTION
Secondary school teachers have repeatedly ranked disruptive behavior as one of the most serious hurdles in effective teaching-learning process, making it difficult for students to enjoy the educational process. The present study attempts to examine and understand the most common disruptive or unacceptable learners' misbehaviors and their causes in the eyes of both learners and teachers.

METHODS
This research adopted the descriptive approach to describe and explore the various disruptive learners' behavior and the explanations for their causes. It aimed to identify learners' behavior that is disruptive and their attributed causes at different levels - student, family, school, and peer. A self-developed questionnaire was employed to explore the observations and level of acceptance of teachers and students regarding types and causes of student's disruptive behavior.

RESULTS
The researchers randomly selected respondents from the Grade 10 classes they handled. All subject teachers at the same level were also surveyed to shed light on their perspective regarding learners' misbehavior. The data were analyzed according to the three guiding research questions focusing on classroom learner's misbehavior and their attributing factors as perceived by both teachers and students of Taysan National High School. Results of the survey showed that learner/teacher -respondents' most commonly observed misbehavior in the classroom were: Clowning/Making fun, Copying homework/outputs, Gossiping, Inattentiveness/Looking out of the windows, Making noise, Having a disruptive conversation, and Habitual failure in submitting assignments/outputs. On the other hand, students and teachers perceived Laziness, Lack of parental strictness and supervision, Peer influences/pressure, and Boring lessons in the classroom as the most common causes or reasons attributed to learners' misbehavior in classrooms.

DISCUSSIONS
The findings of this study underscore the importance to view student misbehavior through the lens of both teachers and students. Practically, these results will lead to better management of student behavior and enhance student learning and development by identifying students' needs and matching it with the classroom context. Moreover, the authors considered using a much bigger number of respondents in their future research initiatives to gain better and more credible results.

KEYWORDS: disruptive behavior, attributing factors

Common Learners' Disruptive Behaviors in the Classroom and Their Attributing Factors as Perceived By Grade 10 Teachers and Students of Taysan National High School

Elizabeth B. Cuevas, Josephine P. Benzon, & Ma. Teresa Liwanag,
Department of Education

Abstract

INTRODUCTION
Secondary school teachers have repeatedly ranked disruptive behavior as one of the most serious hurdles in effective teaching-learning process, making it difficult for students to enjoy the educational process. The present study attempts to examine and understand the most common disruptive or unacceptable learners' misbehaviors and their causes in the eyes of both learners and teachers.

METHODS
This research adopted the descriptive approach to describe and explore the various disruptive learners' behavior and the explanations for their causes. It aimed to identify learners' behavior that is disruptive and their attributed causes at different levels - student, family, school, and peer. A self-developed questionnaire was employed to explore the observations and level of acceptance of teachers and students regarding types and causes of student's disruptive behavior.

RESULTS
The researchers randomly selected respondents from the Grade 10 classes they handled. All subject teachers at the same level were also surveyed to shed light on their perspective regarding learners' misbehavior. The data were analyzed according to the three guiding research questions focusing on classroom learner's misbehavior and their attributing factors as perceived by both teachers and students of Taysan National High School. Results of the survey showed that learner/teacher -respondents' most commonly observed misbehavior in the classroom were: Clowning/Making fun, Copying homework/outputs, Gossiping, Inattentiveness/Looking out of the windows, Making noise, Having a disruptive conversation, and Habitual failure in submitting assignments/outputs. On the other hand, students and teachers perceived Laziness, Lack of parental strictness and supervision, Peer influences/pressure, and Boring lessons in the classroom as the most common causes or reasons attributed to learners' misbehavior in classrooms.

DISCUSSIONS
The findings of this study underscore the importance to view student misbehavior through the lens of both teachers and students. Practically, these results will lead to better management of student behavior and enhance student learning and development by identifying students' needs and matching it with the classroom context. Moreover, the authors considered using a much bigger number of respondents in their future research initiatives to gain better and more credible results.

KEYWORDS: disruptive behavior, attributing factors

Common Learning Styles Demonstrated By the Kindergarten Pupils of Magsaysay Elementary School Atimonan II District, Atimonan, Quezon Sy: 2017 - 2018

Shiela May Tarog, Department of Education

Abstract

INTRODUCTION

The learning process has been one of the most important aspects of human life. Student's learning styles are among the acquired factors. Based on their individual differences, diverse students employ different learning styles. As such, teachers are tasked to consider the individual differences among the pupils in planning for effective instruction.

METHODS

This study made used of the descriptive method to describe the learning style of the kindergarten pupils of Magsaysay Elementary School. There are seven males and six females with a total of thirteen kindergarten pupils. It employed this method to answer questions concerning the status of the subject of the study. The researcher formulated an observational checklist to find the learning style of the respondents. To analyze the data, the weighted mean was employed.

RESULTS

Different people approach learning in different ways. Some are visual learner, auditory, and tactile learners. As such, at the time of this study, most of the respondents were kinesthetic learners. They were active learners. They could interact and respond to their environment and utilize learning by doing. On the other hand, the visual learning style was found as the least demonstrated by the respondents. They were iconic learners and more interested in visual imagery such as film, graphic display, or pictures to solidify their learning. Other good learning aids for visual learners include highlighters with notes and reading assignments, a small whiteboard for quick concept sketches, and flashcards. Since visual learners can get easily distracted if they are exposed to too many sights and colors, schools must create a quiet, non-distracting space for them to work.

DISCUSSIONS

Children learn better in school when their individual learning style is recognized and supported. School, as a second home for children, should provide an environment that would foster learning and positive relationship among school personnel and pupils. As such, kindergarten teachers need to be knowledgeable with these for them to be truly intentional and effective teachers.

KEYWORDS: Learning style, auditory learner, visual learner, kinesthetic learner

SUBMISSION ID: R04A-QUEZON-0353

Communication Barriers and Accommodations Used By Deaf and Hearing Students of Imus Pilot Elementary School Using Messenger App

Queency Camet, Department of Education - Imus

Abstract

INTRODUCTION

Nearly everything may now be limitless in communication by means of technological advancement. These have become less of a problem due to websites and applications which people can access readily through the internet, enabling them to exercise their role as a social being. Even those who are incapable of hearing and speaking are encouraged to communicate because they belong in society. However, because Deaf students do not have full access to the sounds and intonations of spoken language, the acquisition process for the deaf learners is often labored and unnatural and occurs at a much slower pace than for hearing students. Deaf people have their own type of language with their own syntax not readily understood by those who are not part of the Deaf community.

METHODS

The study wants to know the factors that cause communication barriers during a conversation in Messenger App and the accommodations the Deaf use to address these barriers. This was conducted under qualitative method of research to understand a phenomenon related to the participants' diverse experiences and comprehension of the messages. The researcher used the descriptive research design to collect the data needed and triangulation was applied. There are 6 participants consisting of 3 males and 3 females from Deaf and hearing students capable of using the App from Imus Pilot Elementary School. This was conducted through participant observation of the online interaction, in-depth interview and group interview done separately.

RESULTS

The factors that cause communication barriers between the Deaf and Hearing students through the Messenger App are language difference, misinterpretation, incomprehension, reliance on facial expression and restrictive learning environment. The students who have the tendency to diverge are caused by their lesser exposure to the hearing community. On the other hand, language adjustment, changing of topics, use of emoticons, change the medium of communication, repetition of the message, willingness to share culture, sentence construction, use of polite words and immediate response are online accommodations of the Deaf and Hearing participants during their online interaction in Messenger.

DISCUSSIONS

The result proves that there is really language difference on these two communities and it can be pursued with the use of visuals such as photos and videos which are highly appreciated by the Deaf. Learning the basic sign language may be beneficial. With the willingness in both parties to converge, their accommodations to online communication are most likely to be effective.

KEYWORDS: Communication barriers, Deaf, Hearing students, Language Accommodation, Messenger App

SUBMISSION ID: R04A-IMUSC1-0037

Communication Strategies of Grade 9 English Students in the Use of English as a Second Language

Madel Patal, Quezon National High School

Abstract

INTRODUCTION
This paper examined the communication strategies employed by eleven Grade 9 English students from different programs of Quezon National High School (QNHS) in their speaking practice and how it helped the process of teaching of oral communication. Oral practice interactions were recorded inside the classroom and transcribed by the researcher. Implications in the teaching of oral communication were also expressed to further enhance the approaches used by teachers in the Teaching of English as a Second Language.

METHODS
The study employed descriptive research design to observe, determine, and examine the communication strategies employed by eleven Grade 9 English students from different programs of Quezon National High School (QNHS). The study covered a total of 11 students from the different programs, namely Special Program in Journalism (SPJ), Arts (SPA), and Sports (SPS). These special programs were specified for students who excel in the various fields of journalism or language, visual and performing arts, and physical fitness and sports respectively.

RESULTS
The researcher made use of authentic responses from posed questions regarding a recent topic in their English subject. These include: 1) What is the difference between intimate and casual register, 2) Provide instances wherein one applies in an intimate form of the register, and 3) What are the advantages of using an intimate form of registers. Results appeared that the use of fillers or hesitation devices ranked first with 8 occurrences, appeal for help placed second with 6 rates, and message abandonment ranked third with 4 occurrences while circumlocution finished with 2 points. Among the least number of occurrences were code-switching, literal translation, use of non-linguistic means, and use of all-purpose words with 1 occurrence while topic avoidance, word coinage, and foreignizing showed no presence in the transcription.

DISCUSSIONS
With the relevant observations gathered in the study, these communicative strategies employed by students have a direct impact on pedagogical approaches. Moreover, it was not just a student-based concept but it is also a teacher-based concept of deciding which better approach could entail and address the needs of the students. The use of fillers and hesitation devices showed that students frisk for the best word in times of communication breakdown. But it is also evident that the students who underwent the process showed motivation while conversing.

SUBMISSION ID: R04A-QUEZON-0155

Communicative Competence of School Heads and Teachers: Basis for Learning and Development Program

Jorge G. Saddul, Sr., Orlando E. Manuel, Ph.D., CESO VI, & Sherly C. Cainguitan, Ph.D.,Department of Education - Quirino

Abstract

INTRODUCTION
Communicative Competence is a synthesis of knowledge of basic grammatical principles, knowledge of appropriate language use in social settings for performing communicative functions, and knowledge of the proper combination of utterances and communicative functions according to the principles of discourse. Achieving communicative competence is the end-all and be-all not just for the English teacher but for every teacher and school head. This research provides an avenue for teachers, school heads, and supervisors to build their confidence by doing meaningful tasks using English. English proficiency does not end there. It is expected that there must be a legacy of proficiency among teachers who will take the lead towards honing and developing English proficient Filipino graduates.

METHODS
This research study utilized descriptive design with school heads and teachers as the respondents of the study.

RESULTS
Based on the result of the study, the respondents showed moderate competence in all the four components of communication which are grammatical, sociolinguistic, discourse, and strategic.

DISCUSSIONS
Based on the findings, there is a need to addressed the needs of the respondents for them to deliver quality service to its clientele. Grammatical competence includes knowledge of vocabulary, pronunciation, sound-letter relationships, and the rules of the word and sentence formation. Along that line, sociolinguistic competence, an individual's ability to produce and understand appropriate utterances within a given context, should also be emphasized. Discourse competence, on the other hand, is the ability to combine grammatical forms and meanings to create a unified text in different genres. The last component, strategic competence, refers to an individual's ability to compensate for a lack of linguistic knowledge. This must be given emphasis by conducting learning development activities using varied mechanisms like SLAC session, Focus Group Discussion, mentoring, and coaching.

KEYWORDS: Communicative Competence, Grammatical, Sociolinguistic, Discourse, Strategic

SUBMISSION ID: R002-QUIRIN-0140

Communicative Language Teaching and its Relation to the Academic Performance of Grade 10 Students in the District of Cabuyao

Margie Papasin, Southville 1 Integrated National High School

Abstract

INTRODUCTION
The need for good communication skills in English has created a huge demand for English teaching around the world. Employers insist that fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. This worldwide demand for English has created an enormous demand for quality language teaching and teaching materials and resources. As a result, many Asian countries, where English is taught as a foreign language, have shifted to a new method of teaching which is Communicative Language Teaching (CLT). In connection to this, this research determined whether the use of CLT has an impact on the academic performance of Grade 10 students in English.

METHODS
The descriptive research design was utilized in this study to determine the observance of CLT by Grade 10 English teachers and students and its relation to student's academic performance. Through random sampling, 14 English teachers and 310 Grade 10 students were chosen as respondents. A researcher-made questionnaire patterned from the Communicative Language Teaching Theory of Canale and Swain was used to determine the teachers' and students' observance of CLT while consolidated grade report was used to get the academic performance of the student-respondents. Mann Whitney U Test and Spearman's rank correlation coefficient were used as a statistical treatment for this study.

RESULTS
The results of the assessment on the observance of Communicative Language Teaching show that grammatical, strategic and sociolinguistic competence are all highly observed while discourse competence is observed. Moreover, there is a significant relationship between the observance of CLT and the academic performance of Grade 10 students in English but with a very weak correlation only. This result is supported by Savignon in 2007 that says "Language should be taught through communicative activities whereby students learn the language by using it in meaningful interactions and communicative activities that enable students to develop the competencies required in the target language."

DISCUSSIONS
The results imply that although both students and teachers highly observe the use of Communicative Language Teaching, it does not extremely affect the academic performance of the students in English. Therefore, educators and other experts in the field of education need to explore other new teaching approaches, methods, and strategies for the teaching-learning process to improve students' academic performance and communicative competence.

KEYWORDS: Communicative Language Teaching, Grammatical Competence, Strategic Competence, Socio-linguistic Competence, Discourse Competence, Academic Performance

SUBMISSION ID: R04A-CABUYA-0074

Community Assisted Educational Development Program for Learners At-Risk of Dropping Out (LARDO)

Gina L. Francisco, Michael C. Turla, & Renalee D. Dela Cruz, Department of Education – Rizal, Angono National High School
(Adviser: N/A)

Abstract

INTRODUCTION
This study aimed to determine the effect of Community Assisted Educational Development Program for Learners' at Risk of Dropping Out (LARDO). The program helped and assisted the learners by giving them allowances of Five hundred pesos each for a month so that they can come to school every day. The grantees stayed for 30 minutes after classes for mentoring and tutoring on their mathematics subject.

METHODS
This research was conducted at Angono National High School during the second quarter of the school year 2017-2018. The respondents of the study were 20 Learners at Risk of Dropping Out (LARDO) from Grade 9 -CURIE. The study used experimental design utilizing the Pretest and Posttest method of research. It consisted of five phases such as profiling and screening of the LARDOs, preparation of the teacher-made test given as their pre-test, prospecting of stakeholders able and willing to support the program, the actual implementation of the program for 12 weeks, and lastly, the conduct of posttest, test corrections, and analysis of the data obtained.

RESULTS
The majority of the respondents were male. Most respondents had ages of 15 and mostly belong to the low family income. The results had shown that there is a significant difference in the achievement level of the learners after they were chosen as grantees of the research program. The program helped the respondents very much. To prove that, they came to school every day, attended the mentoring and tutoring program. The proponents obtained positive results in doing the research. The Local Government Unit, as one of our stakeholders, donated the full amount needed to support the program.

DISCUSSIONS
The results proved that continuous support of the LGUs and NGOs to the program would be necessary to motivate learners to achieve their goals in life. Strong linkages between the school and the community must be given considerations. Future stakeholders (public and private individuals) are welcome to donate/pledge a small amount for the welfare of our learners.

KEYWORDS: Community Assisted

SUBMISSION ID: R04A-RIZALP-0443

Community Engagement Action Plan for Grade 12 Humanities and Social Sciences (HUMSS) Students

Jennifer Deslate & Joan Sison, Department of Education Region 12
(Dilangalen National High School)

Abstract

INTRODUCTION

This Community Engagement Program Action Plan aims to provide the integrative experience for HUMSS students as required in the course Community Engagement, Solidarity and Citizenship. It also intends to foster Grade 12 HUMSS students' sense of shared identity and altruistic effort to help attain the common good of the community. Furthermore, it aims to enable students to be actively involved in community-action initiatives as guided by the "core values of human rights, social justice, empowerment and advocacy, gender equality and participatory development". These goals are based on the Community Engagement, Solidarity and Citizenship curriculum guide of the Department of Education.

METHODS

The Community Engagement Teacher and her co-coordinator requested the Barangay Captain and other officials of Bual Sur, Midsayap, Cotabato to let the Grade 12 HUMSS students of Dilangalen National High School implement their Community Engagement Program. Then, they requested the assistance of the Barangay Peacekeeping Action Team (BPAT) and the local police officers to help secure the students' safety as they will be billeted in the barangay hall. Next, they created the action plan, presented it to the school administration, and conducted an orientation to Grade 12 HUMSS students and their parents. Funds and in-kind donations were solicited from generous individuals to defray costs for the community engagement program.

RESULTS

The Grade 12 HUMSS students were able to do cleaning and community enhancement with herbal gardening, planting of malunggay, proper waste segregation, home visitation for the sick and the aged, and barangay profiling of 730 household members in the 7 puroks. They had a Zumba fitness program in the morning. They had a feeding program, gift giving, and literacy program for the Daycare pupils. They played with Criminology interns in the Palarong Pulis. For the evening sessions, they conducted a symposium on family education, EID awareness, GAD advocacy, anti-bullying, rights of a child, the 5 mandates of PRRD and Simula ng Pag-asa (SIPAG) program for 21 invited drug surrenderers. However, they were unable to implement the children's health program as well as the livelihood skills and first aid training.

DISCUSSIONS

Proper coordination with the right people and solicitation of donations contributed to the success of the program. However, the Community Engagement teacher and co-coordinator, the school, and the community must retain best practices and improve coordination to address the setbacks encountered.

KEYWORDS: community engagement action plan

SUBMISSION ID: R012-COTABP-0012

Community In-Service Involvement (CII): Empowering Student-Action Force in School-Based Emergency Drills

Emmanuel Taip, Teacher I, Mary Grace Tuzon, Teacher III, &Delon Ching, Instructor

Abstract

INTRODUCTION
The annual Emergency Drills is a national mandate of the government. With this, disaster preparedness of the school and every student should always be carefully planned. In response to the success of school-based emergency drills facilitation, this study determined the effectiveness of forming the Community In-Service Involvement (CII) student-action force.

METHODS
The study employed descriptive research method in assessing the knowledge of CII student-members in different related variables related to the school practice of emergency drills. Later, it was subjected to correlational design as it related to the level of effectiveness in facilitating the activity. The scope of the study is limited in the holistic assessment of the CII student-members of their knowledge about assessment and planning activities, physical and environmental risk reduction, response to capacity development activities, and drop cover and hold and evacuation drills as cited in the models and templates presented for school disaster response drills by Risk RED (2009).

RESULTS
The study revealed that in planning for school-based emergency drills, the engagement of the school's administrator, teachers, students, Barangay officials and patrol and other community members are encouraged to ensure that most of the plans are effectively implemented. CII student-members are knowledgeable of most physical and environmental risk reduction standards imposed and that they also knew that some of the response capacity development activities and most of the practiced drop, cover, and hold practices are maintained by the school, leading them to act responsibly and to exhibit leadership qualities to a great extent. Lastly, CII student-members' knowledge of conducting emergency drills significantly affect their effectiveness in facilitating the activity.

DISCUSSIONS
Empowerment of CII student-patrol in conducting school-based emergency drills is recommended. Creating a core group that will manage school residents in times of emergency drills will help people become prepared and calm in times of emergencies. The teacher-coordinator of the CII student-patrol should work or organize capacity building program to help members become knowledgeable in facilitating response capacity development activities. Sustaining the engagement of CII student-patrol through responsible Leadership training camp will make them realize that being a good student leader will help guide others to safety in times of emergency.

KEYWORDS: Community In-Service Involvement, Emergency Drills, Risk Reduction

SUBMISSION ID: R04A-CALAMB-0379

Community Involvement among Public Elementary School Teachers in Building School-Based Community Relation

Mary Ann Gabriel

Abstract

INTRODUCTION

The teacher plays a varied role in the community. In the broader sense, the teacher is expected to serve mankind regardless of time and space. Through this work, education and environment should be also redirected to better ways of handling and operating community activities by the public school teachers.

METHODS

This study is descriptive research, an investigation regarding community activities as a predictor of teachers' teaching performance. The study uses the following statistical treatment: Percentage, Weighted Mean, and T-Test. The respondents of this study are the one hundred sixty-three (163) public teachers in the elementary school of Talisay District.

RESULTS

Building a strong and functional school - community-based relation is one of the programs a school should develop, especially if the school likes to solicit community participation in its activities. The findings will provide a baseline in developing a framework on how to build a school and community-based relations. The framework may be jointly developed by the school members and the community so that aspects of the community needed to be strengthened with the help of the school teachers will be given equal attention.

DISCUSSIONS

The researcher further recommends that the school and community must design a framework where there will be continuous and sustainable involvement of teachers in areas that need improvement and strengthening in the community. The skills and expertise of teachers should be tapped and maximized so that they will contribute to the betterment of the community.

KEYWORDS: Community Involvement

SUBMISSION ID: R04A-BATANP-1373

The community of Practice for Excellent Schools (CoPES) in the Schools Division Office of Camarines Sur: An Ethnographic Research

Susan Collano, Department of Education

Abstract

INTRODUCTION
Innovative strategies to support and implement education thrusts and agenda mostly come from the teachers. Thus, educators become excellent individual performers but not so much as collective achievers. This study explored the strong power of collective effort involving four categories of stakeholders as espoused in E. Wenger's Community of Practice. The study led to the establishment of a support system for excellence-driven schools.

METHODS
The ethnographic research method employed the consensual qualitative research approach in treating the results. The data collection of the 40 respondent-schools passed the process of case analyses, coding, and interpretations. General and variant categories of responses were labeled. These were validated through on-site visits and the conduct of learning action cells. The researcher was part of the study team as the facilitator and the auditor of the CQR process. Domains and themes were derived through consensus, making this study highly qualitative.

RESULTS
Results of thematic domains characterized Community of Practice (CoP) as: 1) a learning conduit that serves as a channel for building professional learning communities; 2) a cost-effective support system for introducing innovation; and, 3) a mission-driven learning group that owns up success in school. Significant findings showed that the schools which implemented CoP have common characteristics such as: a) clear sense of purpose of achieving zero dropouts in 4 secondary schools; b) high levels of collaboration and engagement among stakeholders; c) improved relationships with students, parents and community noted in the low to zero recorded teacher-teacher, teacher-parent, and student-teacher conflict; d) climate conducive to learning; e) effective instructional leadership and delivery; and, f) stronger professional staff. The innovative projects and practices for excellence were highly evident among the pilot schools. A CoP Model Framework for Excellent-driven Schools was derived.

DISCUSSIONS
There is a need to harness the strong potential of major stakeholders as CoP practitioners to share in instituting program agenda on recurring bottlenecks. The pioneering projects and practices collaboratively identified, tested, implemented, and proven effective need to be replicated. The members' pooled expertise is a success factor in the community of practice. Models and best practices need to be shared to strengthen their framework for excellence-driven schools in the province.

KEYWORDS: community of practice, excellent schools

SUBMISSION ID: R005-CAMSUR-0130

Community Service Empowerment: An Approach to Reading Remediation an Action Research

Marilyn Albiola, Teacher

Abstract

INTRODUCTION

Reading is the most essential skill needed to be developed in a child to help them become successful in school activities. On the contrary, most of the problems in the school pertaining to child's performances are rooted in the reading problem or inadequate skills in reading such as absenteeism, cutting classes, bullying and quitting school. In the Philippines, teachers cannot help but promote them to the next level because failing them will reveal the abilities and performance of teachers, "the teacher factor" watchword. Most of the time, they sought the help of parents to help these children read at home.

At Pantay National High School of Teresa, Rizal, each year, there are more or less 20% entering Grade 7 who are under frustration level, or worst non-reader, according to the PHIL IRI assessment. So, this action research was aimed to remediate and initiate progress in the reading performance of children through the aid of Community Service.

METHODS

Fifty Grade 7 students were given a reading partner who was on the grade 10 honor list. For each reading text, they were taught first and an English teacher supervised each group of 10 one hour after class hour in eighty days. The reading text, where words are numbered for reading speed, had five comprehension questions. PHIL-IRI assessment tool was used using the Pre-test-Post Test. The reading sheet was read first by the Teacher Supervisor to the Reading Partners (G10) before they conducted guide reading to reading Lovers (G7). The reading Partner guided them in their reading difficulties and Supervisors were available in cases where Reading Partners could not help them. The score and the reading speed of the Reading lovers were recorded by the Reading Partners.

RESULTS

Thirty-one of fifty or 62% grade 7 students were diagnosed as instructional in the post-test while three or six percent non-readers stayed at frustration level but improved in word recognition and speed at reading, while the remaining sixteen or thirty-two percent remained at a frustration level.

DISCUSSIONS

This action research indicated that empowering community service, since it is indicated as points in the Awards and Recognition for students of K to 12, can be a tool in reinforcing reading and can be potentially transformative for the individual, the school, the community and the nation as whole---reviving Filipino Bayanihan or Volunteerism in school.

The failure of some participants to attend the program calls for giving time to reading "again" as a separate subject.

KEYWORDS: community service, empowerment, approach, reading remediation

Comparative Analysis on Academic Performance of Female and Male Students of Roman Ozaeta Memorial School: A Qualitative Study

Camille Arcaño, Department of Education - San Jose

Abstract

INTRODUCTION

This study aimed to identify which gender performs better based on teacher-advisers' perception and whether they differ in terms of academic performance. This also aimed to gather strategies/suggestions on how teachers addressed gender equality issues in their respective classes. From these, the researchers were able to design plans on how they can promote gender equality in school and help teachers in addressing different gender-related issues.

METHODS

The study used purposive sampling to determine the respondents of the study. The researchers gathered information from teacher advisers for each grade level using a survey questionnaire which includes their perceptions on which gender performs better in school, how they differ in academic performance, and strategies for addressing those issues. The outcome of this study may continue to bridge gender differences among students and promote gender equality in academic achievement in school.

RESULTS

The findings showed that in the classroom setting, most of the respondents found that females perform better in class compared to males. This was also proven in various studies that on average, girls are more motivated than boys to perform well in school, at least during elementary school. Girls are generally more emotionally mature than boys and, therefore, more likely to act responsibly towards education and the classroom, taking more care and time with their studies. It is widely accepted that women excel at verbal tasks while men have an advantage at spatial and mechanical tasks.

DISCUSSIONS

Gender differences in learning styles is another possibility. Previous research has shown that girls tend to study to understand the materials, whereas boys emphasize performance, indicating a focus on the final grades. Mastery of the subject matter generally produces better marks than performance emphasis, so this could account in part for males' lower marks than females. There is no single style or strategy that may fit all kinds of learners. There are learners who find it hard to participate in various activities, challenging teachers to establish a balance between males and females. To bridge the gender issues inside the classrooms, teachers encourage both genders to participate in classroom discussions and improve their academic performance. They also provide activities that are suitable for different kind of learners.

KEYWORDS: gender, academic performance, differences, quality

Comparative Study of Stand Structure and Carbon Sequestration of Mangrove Forest in Barangay Papaya Nasugbu, Batangas: Basis for Environmental Action Plan

Rowena Paglinawan, Department of Education, Division of Batangas
Lumbangan NHS

Abstract

INTRODUCTION

Mangroves are defined as an association of halophytic trees, shrubs, and other plant growing in brackish to saline tidal waters of tropical and subtropical coastlines. They are keystones in the coastal ecosystem, providing numerous environmental services and critical ecological functions, affecting both upland and oceanic resources. These values include protection from storms and tsunamis, regulation of water quality, breeding and rearing habitats for many species of fish and shellfish, important sources of wood and other forest products for local populations, and biodiversity, for they are habitats for many rare and endangered species.

Studies show that mangroves are considered as "super carbon storage". This means that mangroves stores 50 times more soil carbon than their terrestrial counterpart.

METHODS

The study utilized a descriptive research design to assess the community structure and carbon sequestration of the community-managed mangrove forest. Site selection was done using reconnaissance survey, a type of sampling technique where purposively selecting one's sampling site and sampling quadrats.

RESULTS

The study revealed that Avicennia marina occupied the most number of species in Papaya Mangrove Forest. The community structure in Papaya showed that the species in Plot 2 has the greater GBH (37m), with height at 0.093m, crown at 54.5cm, DBH at 270.882cm, basal area at 0.2829m2, and canopy cover at 592.28m2. In terms of soil organic carbon at 5cm depth, the percent of organic carbon was 2.25% which was equivalent to 0.315tons/hectare, while at 10cm depth the percentage of organic carbon was 1.67% which was equivalent to 0.498tons/hectare of organic carbon. The following values of diameter at breast height (DBH), aboveground and belowground biomass were as follows: 257.243cm, 1837.629kg, and 4259.868t/ha respectively. The total carbon stock of mangroves in Papaya was 4260.366t/ha.

DISCUSSIONS

The results showed that there was a significant difference in the community structure and carbon stock in Papaya Mangrove Forest. Species diversity showed no significant difference.

KEYWORDS: rowenatayagnavarro

Comparative Study of Teachers' Awareness and Actual Performance of Their Duties and Responsibilities Based on the Code of Ethics for Professional Teachers

Maria Luningning Masa, Department of Education

Abstract

INTRODUCTION
It may sound a cliche, but really, teaching is a noble profession. The statement is always said but devoid of its true meaning. Teachers may be aware of their duties and responsibilities but don't actually practice it. As stated in the Preamble of the Code of Ethics for Professional Teachers, "Teachers are duly licensed professionals who possess dignity and reputation strictly adhering to observe and practice this set of ethical and moral principles, standards and values." This paper aims to evaluate if teachers are performing their responsibilities based on the Code of Ethics for Professional Teachers as guiding principles of all teachers in the country.

METHODS
The descriptive method of research was used to compare teachers' awareness and actual practice of their responsibilities through survey questionnaire as an instrument in the form of a survey-checklist. The survey was conducted to 30 teachers who have been in the teaching profession for more than ten years, comprising 30% of the total teaching population of 99. They were those who have longer teaching experience who can compare the present professional attitude of teachers ten years back or more. The questionnaire consists of two parts: Part 1 consists of ten (10) indicators taken from the Code of Ethics for Professional Teachers, and Part 2 consists of another ten (10) questions where the indicators in Part 1 were contextualized.

RESULTS
Based on the data gathered, the study reveals that teachers are observed to be most aware of the seven out of ten duties and responsibilities expected of professional teachers. However, it also reveals that the three least aware are also most unlikely to be translated. Meaning, there is a worse-than-expected performance of these responsibilities. In other words, the likelihood that a teacher will actually perform these responsibilities is lower than the likelihood that teachers are aware of. These responsibilities reflect dignity, professionalism, and a role model image.

DISCUSSIONS
Teachers are aware of their duties and responsibilities but there are also certain responsibilities which they choose to ignore such as living with dignity, possessing self-discipline, and maintaining an image worthy of emulation. There is a discrepancy in the results of the tests because although teachers are observed to be performing their duties and responsibilities, there are some indicators which show that the probability of success of the least practiced awareness is very low.

KEYWORDS: Responsibilities, Awareness, Actual Performance

Comparative Study on Attitude and Academic Performance in Practical Research 1 and 2 among Grade 12 Senior High School Students AY 2016 and 2017 to AY 2017 and 2018

Loida Arce, Naic NHS

Abstract

INTRODUCTION

With the progression of science, the discovery of new facts on human beings and the increased significance of research and refinement of research methods due to advancing technology in nearly every discipline of science has incorporated research methods with statistics. This study aims to determine and compare the academic performance in Practical Research 1 and 2 and the attitude towards the research of Grade 12 SHS Students during AY 2016-2017 and AY 2017-2018.

METHODS

The descriptive-comparative quantitative research design was utilized for the total population of Grade 12 SHS Students. The quarterly test result of Practical Research 1 and 2 for academic performance and attitude towards Research was utilized to identify the attitude of the respondents toward research.

RESULTS

The academic performance in Practical Research 1 and 2 of Grade 12 SHS Students during the AY 2016-2017 has a mean of 24.96 and 27.07 with a standard deviation of 6.68 and 9.74, implying satisfactorily academic performance on research. Meanwhile, Grade 12 SHS Students during the AY 2017-2018 has a mean of 26.62 and 29.54 with a standard deviation of 10.08 and 6.63 which implies satisfactorily academic performance on research also. Grade 12 SHS Students from AY 2017-2018 had the better academic performance of 28.08 with a standard deviation of 8.36 than Grade 12 SHS students from AY 2016-2017 of 26.02 and standard deviation of 8.21. Most of the respondents have a positive attitude towards research based on the result of 4.79 mean and 1.28 standard deviation; 4.30 mean with a standard deviation of 4.50 respectively.

DISCUSSIONS

The academic performance in Practical Research 1 and 2 of Grade 12 SHS Students AY 2016-2018 had a satisfactorily academic performance on research. Most of the respondents have a positive attitude toward research.

KEYWORDS: Qualitative Research, Quantitative Research, and Attitude towards Research

SUBMISSION ID: R04A-CAVITP-0975

Comparison of Flipped Classroom Strategy Using Quipper Video and Conventional Classroom Strategy in Improving the Performance of Grade 11 Stem Students in Test in Earth Science

Ann Katherine Fonte-Castro, GJCSHS

Abstract

INTRODUCTION

The flipped classroom has been an effective approach to teaching 21st-century learners. Through time, teachers have tried several tools in executing strategies to make flipped classroom more efficient, available, and accessible to the students. One possible tool that could be effective in a flipped classroom is the learning management system (LMS). This study aims to compare the effectivity of the flipped classroom strategy using LMS Quipper Video to the conventional classroom strategy for improving the performance of grade 11 STEM students in Gen. Juan Castaneda Senior High School in selected topics in Earth Science. The result of the study will give an idea to the teachers, school heads, and schools division administrators about the effectivity of flipped classroom using an LMS, particularly the Quipper Video.

METHODS

The method used is experimental and the result is presented using descriptive (weighted mean) and inferential (t-test) statistics. Students were randomly selected to undergo a flipped classroom strategy and conventional classroom strategy. Both of the group took a pre-test before the lesson and post-test after the lesson. Focus group discussion was also done to validate the result of the quantitative study.

RESULTS

The result shows that there is no significant difference between the post-test of the students who undergone flipped classroom strategy and the post-test of the students who undergone conventional classroom strategy (t Stat absolute value 1.920356 < t Critical two-tail value 2.016692), so there is no sufficient evidence to say that flipped classroom strategy is better than conventional classroom strategy. The focus group discussion also shows that a flipped classroom strategy has advantages and disadvantages. The primary advantage mentioned is the flexibility of the strategy when it comes to time and place and the access to additional resources not present in conventional classroom strategy. The main disadvantage of a flipped classroom strategy is a technology which is not always available to the students of public schools.

DISCUSSIONS

The result means that this study cannot conclude that the flipped classroom strategy is better than the conventional classroom strategy. Nevertheless, the study shows that both the flipped and conventional classroom strategy is effective in improving the performance of the students in a test. It is recommended that the two strategies should be combined as blended learning.

KEYWORDS: blended learning, flipped classroom, learning management system, Quipper Video

SUBMISSION ID: R04A-IMUSC1-0078

Compensating the Lack of Availability of Adequate Tools and Equipment for Senior High School at the Start of Grade 11 TVL- SMAW

Noel De Los Reyes, Department of Education

Abstract

INTRODUCTION
This research is focused on achieving the expected competency set by the National Competency Standard for the students who took the Shielded Metal Arc Welding noting that the school doesn't have the complete line of tools and equipment for the above-mentioned elective from Technical and Vocational (TVL) Track at the start of the Senior High School Program. The respondents of the study were the 48 students of TVL Track with an elective of Shielded Metal Arc Welding (SMAW) in Banca-Banca Integrated National High School during the school year 2016-2017.

METHODS
A descriptive method of research was used in this study. Moreover, this study utilized an interview and trade test to determine the students' prior skills and post skills based on the set National Standard Competency. However, the strategy used to attain the target competency of the students even without complete tools and equipment is that the students will use the tools and equipment in a different time frame or the competency-based advancement of individual students. The interviews and initial trade test were conducted in determining the actual skills and knowledge of the students. This served as a basis for selecting the students who would use the equipment first.

RESULTS
Based on the data gathered, the findings of the study were the following: (1) There are only 5 out of 48 students assessed falling under the advanced category which means that 10% of students have prior skills in welding they acquired in different ways. (2) All of the 48 students passed the National Competency Assessment. (3) Having the 100% students' passing rate in the National Competency Standard, it has been found out that the applied intervention on the inadequate tools and equipment significantly helped the students comply with the set standard competency.

DISCUSSIONS
As revealed by the findings of this study, the conclusion is drawn which states that there is a significant effect rendered by the intervention on the attempt to help the students comply with the National Competency Standard despite inadequate tools and equipment.

Through the drawn conclusion from the findings, the following recommendations were made: (1) maximize the use of tools and equipment for the students of batch 2016-2017 using a competency-based schedule; and, (2) utilize a peer teaching approach in the learning process to develop potential leaders.

KEYWORDS: nealkelvin

SUBMISSION ID: R04A-LAGUNA-0195

Competencies in English Grammar of Grade 7 Students of Rinconada National Technical Vocational School

Maricel Bernal, Department of Education-Iriga City

Abstract

INTRODUCTION

The Filipinos' use of the English language is deplorable because of grammatical incorrectness and inaccuracy. The only remedy for this dreadful use of the language will be for young Filipinos to learn correct English by means of a careful study of grammar rules and to realize that good command of English is greatly affected by one's knowledge of grammar rules and its effective application. Eventually, the students are expected to make meaningful use of the English language governed by rules and systems.

This study aimed to determine the level of competence in English grammar of Grade 7 students of Rinconada National Technical Vocational School, Sto. Domingo, Iriga City before and after they used an enrichment material in the form of a workbook. Specifically, the study identified the level of competence, strengths, and weaknesses in grammar areas like parts of speech, morphology, and syntax.

METHODS

The descriptive method of research was used with a teacher-made test as a tool for gathering the data. Based on the results of the pretest, a workbook was developed. The respondents used this to master the rules of grammar. After the use of the workbook, the posttest was administered. Both the grammar test and enrichment material underwent validation process.

RESULTS

The findings showed that the students' level of competence in English grammar was poor. They marked low mastery of the grammar areas tested. To address these weaknesses, the researcher made an enrichment material in the form of a workbook covering the areas tested. It provided grammar concepts and exercises. The material improved considerably the competence in grammar as shown in the gain attained when the pretest and posttest results were compared. If the pretest recorded a low mastery performance level, the posttest graded as having achieved mastery level.

DISCUSSIONS

The students' alarming poor performance in grammar has affected school performance. With their little understanding of how grammar operates in the use of English as a language, they unsuccessfully communicate using this language. It is truly significant to give attention to making our learners realize and understand its role in communicating thoughts, feelings, desires and aspirations. It is also affirmed that proficiency in English grammar will benefit students to use the English language in daily communication, in their future career, and in life as a whole.

KEYWORDS: Competence in English Grammar

SUBMISSION ID: R005-IRIGAC-0021

Competencies of Physical Education Teachers in the Public Secondary Schools in Municipality of GMA, Cavite: Basis for Competency Development Program

Anniezen Pascua, Education

Abstract

INTRODUCTION

The study aimed to develop and use the evaluation tools for teachers of Physical Education based on competency standards. The researchers were motivated to contribute to the veracity and validity of whether this evaluation tool is effective.

METHODS

A total of 38 teachers and 2 Head Teachers in District of General Mariano Alvarez, Cavite were included in the study. The researcher used a combination of quantitative and qualitative developmental research method and quantitative data. The principal instruments of gathering data were the validated self-made questionnaire with a checklist. Moreover, opinions, views, and suggestions regarding the P.E teaching competencies gathered from interviews, readings, and survey was considered in this study.

RESULTS

These findings revealed that the implementation of competency-based standards as part of the evaluation tool could appropriately and effectively gauge the teaching performance of the P. E. teachers. The said evaluation tool is recommended for consideration and appropriate action by Department of Education or any school which may want to use it.

DISCUSSIONS

The study revealed that the evaluation tool would further be used to further the teaching and learning process. In the other hand, the school administrator also needs to observe the needs for the implementation of the evaluation tool in teaching the Physical Education subject.

KEYWORDS: Competency-based standard, evaluation tool, proficiency

SUBMISSION ID: R04A-CAVITP-0836

Competencies of Teachers and the Development of Domains among Kindergarten Pupils in Public Elementary Schools in the Division of Calamba, City

Ligaya Erasga

Abstract

INTRODUCTION

Education for children in the early years lays the foundation for lifelong learning and for the total development of a child. Children at this stage should be immersed with activities, games, and plays to naturally acquire the skills/competencies appropriate for their holistic development as emergent literates and for them be ready for formal school. Kindergarten teachers should guide the learners using an engaging and creative curriculum that is developmentally appropriate. Teachers should possess the necessary skills and competencies to develop the pupils and to achieve the desired goal of the program. As a kindergarten teacher, I find the need to conduct a study that will provide the basis for the development of an enhancement plan that will focus on the teacher's competencies along with the development of domains among kindergarten pupils.

METHODS

This study employed a descriptive method of research. Thirty-six school heads and eighty-five kindergarten teachers were involved for a total of 121 respondents. The researcher provided the checklist/questionnaire as the main tool in this study. Percentage distribution and mean were used to identify the respondent assessments in the Development of domains among kindergarten pupils. Also, Pearson Goodman and Kruskal's Gamma Correlation was used to see the significant difference and relationship between the assessment of school heads and teachers in the Development of Domains.

RESULTS

The result yields that teachers' competency is significantly high correlated with the development of domains among kindergarten pupils in terms of physical health, well-being, and motor development, while significant and moderately correlated with the development of domains in terms of social and emotional development; character and values development; cognitive development; language, pre-reading and pre-math; and creative and aesthetic development. All the paired values yield p-value is less than the significant level. A significant moderate correlation was found between the teachers' competency and the observed development. All the paired values yield is less than the significant level.

DISCUSSIONS

Teacher's competency was found significantly correlated with the observed development of domains among the pupils along with all its variables. An enhancement plan was designed by the researcher to enhance the development of domains among the kindergarten pupils in public elementary schools in the Division of Calamba City and to enhance the teaching competencies of kindergarten teachers.

KEYWORDS: Competencies, Kindergarten, Development of Domains, Enhancement Plan

Competencies of Teachers in the Delivery of English Instruction in the First Congressional District of Batangas

Dominador C. Riva Jr. & Lester Jerome S. Balani, Taal Senior High School

Abstract

INTRODUCTION

English is one of the major subjects being taken by senior high school students in the Enhanced Basic Curriculum. There must be an attempt to adapt and keep pace with the teaching times to meet the demands of the English curriculum and to fit and suit the needs of the learners of the present generation. These foregoing concepts about education motivated the researchers to conduct a study on the competencies of teachers in the delivery of English instruction in the public senior high schools in the First Congressional District of Batangas. The result of the study would be the basis for effective senior high school instruction.

METHODS

The descriptive method of research was employed in the study. The researchers sought the involvement of 10 school heads, 11 master teachers, and 78 English teachers in the 10 public senior high schools involved in the study as respondents. Since the study was concerned with the delivery of English instruction, the assessments of the school heads and master teachers were considered as one. The statistical tools applied in treating data were percentage, weighted mean, and t-test.

RESULTS

Based on the results, the teachers were found competent. However, there were still problems identified that affected the delivery of English instruction. One of which was related to school environments like the limited quantity of educational materials presented to learners, the difficulty of keeping learners aligned with new technology, and overcrowded classroom with learners. Despite the problems encountered by the teachers, the supervisory assistance extended to them was a great help in the delivery of instruction and in becoming a very competent teacher.

DISCUSSIONS

The results demonstrate the need for an action plan that enhances the competencies of teachers in the delivery of English instruction among learners. The proposed activities include preparing alternative plans to ensure continuity in the programming of varied English activities, making activities clear for all the learners through the use of speech laboratory in providing and assessing learners with technical tools to get the best samples of the pronunciation of English language.

KEYWORDS: competencies, English instruction, supervisory assistance

SUBMISSION ID: R04A-BATANP-0072

Competencies of the Biology Teachers in the Secondary Level of Education in the Division of Albay

Jerome Morada, Cabangan High School, Legazpi City

Abstract

INTRODUCTION
This study aimed to determine the competence of secondary biology teachers in the Division of Albay. Specifically, it sought to answer the level of competence of secondary biology teachers in the division of Albay in terms of content, instructional skills, communication skills, the strengths and weaknesses of the secondary biology teachers in the Division of Albay. The results of this study will help develop a training design to enhance the level of competencies of secondary biology teachers in the division of Albay.

METHODS
This research used the quantitative, descriptive method of research. It utilized primary sources of data. The population of the study consists of secondary biology teachers in the division of Albay. It made use of Maquizos formula of representative sampling to determine the size of the sample. Systematic random sampling was used to identify the schools that will be included in the study.

RESULTS
Respondents had full mastery in Reproduction, Life Cycle, and Heredity, least mastery in Genetics and Evolution, and Ecology. This study found that no teacher in the division of Albay is poor in any of the seven competencies. The general mastery level along the content of Biology subject was near mastery. Along with instructional skills, lecture discussion, cooperative learning and group work were commonly used methods of teaching while field trip was the least method used. Biology teachers most often use lecture, workshop, and role-playing as strategies in teaching. Also, they used chalkboard, textbooks, chars, and worksheets as instructional materials most often. Along with communication skills, no teacher was poor in grammar. They were very satisfactory on junction and stress but needs improvements in pronunciation.

DISCUSSIONS
Biology teachers have near mastery levels of competencies on the topics in the biology subject. They used a variety of methods, strategies, and instructional materials. They had satisfactory skills in grammatical skills, However, they need improvement in pronunciation. The training design for genetics and Evolution, Ecology and communication skills were proposed of Biology teachers. Teachers should enroll in postgraduate studies to enhance their competencies on the content of Biology subjects. They also have to attend seminars to further enrich their skills so they can use other methods and strategies in teaching. Biology teachers should also enroll in speech clinics and other training that will develop their speaking skills.

Competency-Based Mathematics Learning Materials for Grade 10 Students of San Pascual District

Jun Allan Oliva, Department of Education

Abstract

INTRODUCTION
Ensuring students' mastery of learning competencies has been a perennial challenge for educators and institutions in dealing with mathematical concepts and skills. It is stressed in the Mathematics Curriculum of K-12 Basic Education that critical thinking and problem-solving skills must be developed so students can understand, apply, analyze, and synthesize mathematical concepts. With this notion, students are expected to master the competencies required in the Mathematics Curriculum Guide at the end of Grade 10. In this regard, assessing the Grade 10 students' extent of mastery of the mathematical competencies and analyzing their mathematical performance would help determine the adjustments necessary to enhance the teaching and learning of mathematics.

METHODS
The respondents were 282 randomly selected Grade 10 students from San Pascual district determined by Raosoft Formula with 5 percent marginal error. The study determined the students' extent of mastery of the learning competencies and level of performance in Patterns and Algebra utilizing descriptive design. A mastery test was developed to serve as the main data gathering instrument. Mean, standard deviation, and chi-square test was used as statistical tools.

RESULTS
Grade 10 students nearly mastered the required learning competencies in Patterns and Algebra since the extent of mastery got an overall average of 32.87 which fall under the nearing mastery level. Meanwhile, the students performed satisfactorily since the mean of the students' level of performance is 83.28 with a standard deviation of 4.71. This implies that most of the students performed at least the minimum requirements to attain a satisfactory level. Furthermore, there is a significant relationship between the extent of mastery of the learning competencies and the level of performance of Grade 10 students in Patterns and Algebra since the computed chi-square value is 143.87 that showed p-value which is less than 0.05 level of significance. This shows that the higher the extent of students' mastery, the better the performance of the students.

DISCUSSIONS
Based on the results, competency-based mathematics learning materials were developed to master the learning competencies in Patterns and Algebra, following the different phases of planning, development, validation, and finalization. Teachers are encouraged to utilize different instructional materials to supplement the learning of the students in Mathematics for them to master the required learning competencies.

KEYWORDS: Competency-Based Learning Materials, Learning Competencies, Mastery, Performance

Competency-Based Standards for Master Teachers: An Analysis conforms to Philippine Professional Standards for Teachers (PPST)

Gina Dulce, Department of Education - Cavite

Abstract

INTRODUCTION

The teaching profession is a public statement of professional accountability. Every teacher demonstrates a vital role in improving the students' learning and increasing their competencies (World Bank Group, 2016). One must consider teacher quality which leads us to professionalize the profession through a set of standards. Every individual working in an educational institution needs a clearer understanding of the professional standards required for the teachers and school leaders (Green, 2013). With the enactment of the Philippine Professional Standards for Teachers (PPST) through Department of Education Order No. 42, s. 2017, an educational reform was born for enhancing teacher quality in the Philippines.

METHODS

The researcher used an evaluative-descriptive method of research to assess the needs of the master teachers and whether their key result areas and their duties and responsibilities align with the domains and highly proficient strands under the PPST. The respondents of the study were the selected master teachers in the province of Cavite. 398 were teaching at the elementary level,126 in the junior high school level, and 149 in the senior high school level. There were 673 master teachers who participated in the study and answered the needs assessment questionnaire given.

RESULTS

Not all Master Teachers were from public schools. Those from the Senior High School comprising 25.78% of the population were from Higher Education Institutions. They need intensive training to properly perform their duties and responsibilities. Classroom management can also be an interesting topic to be considered. Technical assistance on content, pedagogy, and learner assessment can also be employed to provide meaningful and purposeful interaction with a mentor co-teacher. Master Teachers should also be skilled in conducting researches to update themselves of the latest innovations in education. Collaborative efforts between and among master teachers must also be encouraged to spread the spirit of genuine service for the children.

DISCUSSIONS

Results showed the various areas which may require enhancement and additional training programs. Master Teachers need in-depth training on the conduct of basic and action research, the conduct of coaching and mentoring of teachers, and a viable system of instructional supervision in giving technical assistance to teachers. The Division of Cavite continues to provide a professional development program to its teachers based on the different needs of the teachers.

KEYWORDS: Performance, Quality Teaching

SUBMISSION ID: R04A-CAVITP-1134

Competency Level in Selected Exploratory Areas in TLE OF GRADE 8 Students in Sto. Niño National High School

Jovelyn Macalindol, Teacher

Abstract

INTRODUCTION

The K-12 curriculum is an educational system under the Department of Education. It aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment.

Sto. Niño National High School is one of the secondary schools that implemented the select exploratory areas in TLE namely: Mechanical Drafting, Electrical Installation Maintenance, Electronics, Commercial Cooking, and Handicraft Production. The study sought to find out the competency level in selected exploratory areas in TLE of Grade 8 students in Sto. Niño National High School. The population of the study comprised all one hundred ninety (190) Grade 8 students taking TLE exploratory. This study aimed to find the effects and the relationship between the profile of the respondents and their competency level in terms of gender and socio-economic status.

METHODS

The researcher used the descriptive method of research in this stud, with the survey questionnaire as the main instrument in gathering the data. Data were analyzed using frequency counts, weighted means, and Pearson-r. Majority of the respondents are female, with ninety-nine out of 190 respondents. Most of the family of the respondents have a family income of nineteen thousand pesos and below. Based on the findings the level of assessment of Grade 8 students in TLE, they were moderately competent.

RESULTS

The study revealed that there is a significant relationship in Handicraft Production and gender of the respondents. The four exploratory areas in TLE namely Mechanical Drafting, Electrical Installation Maintenance, Electronics, and Commercial Cooking gleaned that the gender of the respondents is not significant in achieving the competency level.

DISCUSSIONS

Based on the findings, some recommendations were made. TLE teachers and students should concentrate more on practicum rather than in theory to be more competent in many learning areas. TLE Teachers should teach with actual instructional materials to help bring students face-to-face with the world through intact technical education. TLE teachers should select and use the most appropriate approaches or classroom activities to teach TLE learning areas to take cognizance of the principles of individual differences. Parents' interest and economic status are great factors in achieving standardized competencies.

KEYWORDS: competency, approaches, lifelong learning, exploratory areas, practicum

SUBMISSION ID: R04A-BATANC-0125

Competency Level of Teachers and Performance of Kindergarten Pupils: Basis for a Proposed Training Program

Chona Reyes, Teacher

Abstract

INTRODUCTION

Kindergarten is changing and parents are feeling pressured to prepare their children for their first school experience. But while some may fret that reading and doing addition are prerequisites for kindergarten these days, a child will likely possess many of the skills needed to be successful as he/she begins school. In our new K-12 curriculum, it is compulsory and mandatory that 5-year-old children should be sent to a Kindergarten class in a public school. This law was enacted by the virtue of Republic Act 10157, commonly known as "Kindergarten Education Act" implemented during the school year 2011-2012

METHODS

The study made use of descriptive research design. This technique gathers information on the prevailing or existing condition in the environment. It also explores the causes of a particular phenomenon by the use of a survey questionnaire to generate the data and get answers to specific questions raised at the onset of the study.

RESULTS

The problems encountered by the teachers are classified into two main concerns: the disparity between the children's developmentally appropriate beliefs and practices in the classroom and the concerns about children's readiness and transition to school. A proposed action plan is developed to improve and enhance the performance of Kindergarten pupils.

DISCUSSIONS

The results demonstrate that pupils' developmental needs must be carefully guarded so that children's transition from home to school will be smooth and so that they may have the positive impression that it is good to be in school just like in their respective homes. The kindergarten teachers must enhance their teaching skills based on pedagogical approaches. Developing instructional materials that fit the specific learning concern of the pupils must also be performed.

KEYWORDS: pedagogical, approaches, kindergarten, teachers, enhance, developmental

SUBMISSION ID: R04A-CAVITP-0533

**Competency level on ICT of the public elementary and secondary
school teachers in Brgy. Poblacion of Baleno, Masbate**

Janet Pangilinan, Department of Education

Abstract

INTRODUCTION
The 21st century brings so many changes in the Philippine educational system. The role of information and communication technology (ICT) is becoming very indispensable. Gone are the days where teachers find difficulty in the preparation of instructional materials, accomplishing school forms, executing lesson with the use of teaching, and checking and recording students' grades.

METHODS
The researcher made use of the descriptive-survey method of research to present, analyze, and interpret the data gathered. This method is generally employed in studies that have the chief purpose of describing the phenomena to ascertain what caused them and what their value and importance are. The main data-gathering instrument was the questionnaire. The data gathered were analyzed through the use of frequency percentage for the profile of public elementary and secondary school teachers and their suggestions for enhancing the ICT competency of the respondents. Weighted mean was also used for measuring the level of competency on ICT of the respondents and the problems they encountered on ICT and rank order was used for their suggestions for enhancing the ICT competency of the public.

RESULTS
Both public elementary and secondary teachers are degree holders, the majority of which belongs to the age bracket 51-60 years and have been in the service from 11 to 15 years. The competency level of the respondents was interpreted as competent. As to teacher and school-related problems such as the lack of knowledge, skill, time for ICT learning, factors such as no laptop, tablet, lapel, cellphone incapable in connecting to the internet, no projector, lack of computer supplies, not have an internet connection, and no skilled computer operator was interpreted as less serious. The topmost suggestion of the teacher to enhance the ICT competency of the respondents is to give them a chance to attend training on ICT.

DISCUSSIONS
The level of competency of the elementary and secondary public school teacher in Brgy. Poblacion of Baleno, Masbate coincides with the study conducted by Yusuf (2011), which results show that students-teachers are competent in the use of a few basic ICT tools and have a positive attitude towards ICT. However, the study differs on the respondents and the local of the study. Schools also should provide ICT equipment through their school MOOE so teachers will be equipped in usinICT for the benefit of the students as well as lighten the work of the teacher. Future researchers may conduct a study on the role of ICT coordinators on ICT competency of the teachers.

KEYWORDS: Competency level, ICT

SUBMISSION ID: R005-MASBAP-0003

Competency of Accountancy, Business and Management Strand in Business Mathematics

Alili Centeno, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

Business Mathematics is the branch of mathematics which focus on problems from the business world. It enhances the computation and analyzing skills of ABM students. The practical applications typically include checking accounts, priced discounts, mark-ups, and others. Business is always surrounded by challenges which need to be dealt with proper knowledge. Hence, the competency of ABM students regarding Business Mathematics determined the qualification of the students for their chosen career.

METHODS

The study used phenomenological research to describe the experience of ABM students and also used purposive sampling to gather data based on the characteristics of the respondents. The population of the study is the Senior High School students in the ABM strand who took the business mathematics subject.

RESULTS

Some of the students evaluated themselves as an average learner which ranges from 5-7. However, there are students who rated themselves as excellent learners. The methods and techniques students used are mental calculations, analyzation, and advanced study. The students encountered many problems in learning Business Mathematics include time constraint, confusion on formulas to be used, and fast-paced discussion of topics.

DISCUSSIONS

The result demonstrated that none of the students rated themselves as poor learners in business Mathematics. This shows that the students already had enough background knowledge regarding business mathematics. Students used many methods and techniques to fully understand the topics in the subject. In the business, mathematics subject needs patience and dedication to pass.

KEYWORDS: Competency, Business, Mathematics

SUBMISSION ID: R04A-CAVITP-0666

Competency-based Supervisory Framework for School Heads

Jeffrey Astillero, City Schools Division of Cabuyao

Abstract

INTRODUCTION

This research is concerned with developing a competency-based supervisory framework as an offshoot of the identified competence of school heads as a supervisor. This will be based on their assessed level of knowledge, attitude, and practice (Buchanan, 2015) in the three domains of supervision (Oliva, 2008) namely curriculum development, instructional development, and teacher development.

METHODS

This study used the mixed methods research design, particularly the exploratory mixed methods employing survey questionnaires followed by interviews to gather the needed data (Creswell, 2016). The questionnaires utilized were congruent to the three domains in the fields of curriculum development, instructional development, and teacher development. Before the survey questionnaires were distributed to the respondents, they underwent a validation process wherein eight (8) experts in the field of supervision and educational management scrutinized and examined the content of the research instrument. Interview guides were also used as a source of additional information related to the variables of the study. There were 26 public central elementary school heads and 780 teachers selected as participants of the study.

RESULTS

The findings of the study showed that school heads of Department of Education Laguna are knowledgeable in supervising the three domains of supervision and they manifest positive attitudes about them. Despite this, there are still areas in their knowledge of supervision that need to be enhanced. As supervisors, they practice supervision in curriculum and instructional development but not on a regular basis. It is on the teacher development that supervision is practiced consistently. Thus, a proposed competency-based supervisory framework for school heads was developed.

DISCUSSIONS

It was concluded in the study that the imperative nature of supervision cannot be underestimated as a powerful tool in achieving school effectiveness primarily manifested in terms of student achievement. Knowledge and understanding of curriculum and how it can be developed to enhance and improve instruction is an essential area of competency for school heads to elevate the school's performance. Competence in supervision is indeed a mixture of untiring efforts of the school head to perform multi-roles and functions. School heads are tasked to be curriculum planners and designers wherein they think and plan together with the concerned stakeholders on how to improve the performance of students and achieve excellent academic outcomes.

KEYWORDS: Competency-based, Supervisory, Framework

SUBMISSION ID: R04A-CABUYA-0003

Competency-Based Training Approach in Teaching Grade 10 Tle-Ict Students in Sabang National High School

Jefferson Elpedes, Sabang NHS

Abstract

INTRODUCTION
Department of Education provides a specific timeframe to conduct lesson and assessment whether the learners are personally ready or not. Learners who experience health problems, natural phenomena, and other untoward incidents have futile learnings. Technical-Vocational schools use competency-based training (CBT) approach where learners learn on their own pace, are allowed multiple entries and multiple exits on specific competencies, and most, take assessments any time they want and ready to. These made the researcher decide to test the effectiveness of the CBT approach in Sabang National High School.

METHODS
Experimental-quasi research was applied to minimize the difference among respondents in terms of culture, level of performances, and others which may affect the result of the experiment. Learners took pretest using researcher-made-test to determine their level and least-learned competency. The researcher randomly divided the class into two groups. The controlled group attends normal teaching-learning process with formative assessment and hands-on activities. The experimental group used a CBT approach using Competency Based Learning Module, video tutorials and computerized assessment with randomized questions before the hands-on activity. After, post-test was given to determine the significant difference between the controlled and experimental group.

RESULTS
Learners in grade 10 TLE-ICT have a performance level from level 1 to level 4. The least learned competency is competency A which is about maintaining and repairing computer systems and network. Most of the learners only knew how to use computers but do not know how to properly maintain and repair them. On the other hand, competency B was about proper using of hand tools. Students know the proper use of hand tools based on observation or through firsthand experiences. No learners reached level 5 or professional level which means that they have no advance learning.

Competency-Based Training (CBT) has a significant effect on learners and they become active by self-actualization; in repetition, they able to master competency by finding what went well and what went wrong. Study reveals the need to design an offline computer program consisting of CBLM, Multimedia Presentations, and Computerized Assessment as learning materials to improve the competencies of grade 10 students in TLE.

DISCUSSIONS
Competency-based training approach must be explored further as an effective approach in developing competencies of other learning areas in education.

KEYWORDS: (CBT) Competency Base Training, Competency-Based Education (CBE), Competency, Output-Based Education.

SUBMISSION ID: R005-CAMNOR-0019

Competing in a Two Major Bonspiel: A Look Unto the Academic Performance of the Student Athletes

John Lloyd Amarille, Student

Abstract

INTRODUCTION

As a student, there a lot of things to be balanced with academic aspects, especially to a student-athlete. It is so challenging to attain good grades because it is not easy to carry two major ventures one at a time. Because of this, this study explores the experiences and insights of the participants concerning this occurrence. Furthermore, this study about the student-athletes will give way for further studies. This study is braced by authors and fastened with sturdy theories.

METHODS

This qualitative research utilizes the phenomenological approach to seek the result of the said occurrence. We translated the individual explanations of six (6) student-athletes. We guaranteed the dependability and the moral contemplations after directing the investigation and our upstanding jobs as specialists are executed.

RESULTS

Based on the information gathered from the six (6) student-athletes, it is true that it is so hard to be a student-athlete because there are lots of consequences needed to be dealt with. But there are three (3) major core values needed to be considered to hold the responsibilities tightly and those are being courageous, being determined and learning how to set one's goals.

DISCUSSIONS

The outcomes exhibit the requirement for executing any projects that will move the understudies' competitors. The projects can be any introductions or self-building exercises that will give inspiration and motivation to the understudy competitor.

KEYWORDS: Academic Performance, Student-Athlete, Sports, Senior High School

Compilation of Difficult Science Terminologies with Contextualized Meaning fort Improving Grade 4 to 6 Pupils Understanding: A Proposed Interventions

Emelia Pastorin, Michelle O. Marges, & Reycheel M. Magsino, Department of Education

Abstract

INTRODUCTION

Around the world, the development of skills and scientific knowledge among learners at any level is the most important goal of the formal curriculum in schools because every government believes that its future progress and technological advancement lie in a very strong foundation of science education.

A problem of poor understanding observed by researchers was the pupils' limited vocabulary because they are not aware of their meaning. In the observations of the researchers at Tua Elementary School, they found out that concepts increase in degree of difficulty as the grade level increases from Grades 3 to Grade 6, the pattern began to emerge.

METHODS

Textual method of analysis as a simple form of the qualitative technique was employed.

RESULTS

The different terminologies were all acceptable and there is a big possibility that the intervention could improve the pupil's understanding of Science concepts.

DISCUSSIONS

Inability to comprehend due to poor English was the main reason why pupils cannot comprehend Science concepts. Most of the difficult vocabulary terms were about Biological and Physical Science.

From all teachers involved, they mentioned that the pupils lack vocabulary skills because they may have not mastered understanding English terminologies.

KEYWORDS: difficult science words, contextualized meaning, poor comprehension in Science

SUBMISSION ID: R04A-CAVITP-1500

**Compliance and Best Practices on Performance-Based Bonus
Requirements of the District Schools Division of Lipa City**

Melba Olave

Abstract

INTRODUCTION

This study focused on the district schools of the Division of Lipa City. This is due to the reason that these schools got a favorable result in the Performance Based-Bonus 2014-15 despite the strict implementation of PBB indicators. The main objective of this study was to determine the compliance and best practices of performance based-bonus requirements in the district schools in the Division of Lipa City. By conducting this study, reality will be established and it will provide substantial information which can be used by other schools to find out what ways and means can be performed to achieve a favorable result on PBB. Specifically, this study sought to answer the following: 1. What are the compliance on PBB requirements in terms of NAT results, MOOE liquidation, Dropout rate, and the Plus factor?; 2. What practices are utilized by school heads for best compliance?; 3. Is there a significant difference in compliance and best practices on PBB and practices utilized by school heads?; 4. Is there a significant relationship between compliance and practices utilized by school heads for the best compliance of PBB requirements?; 5. What action plan can be proposed to improve the compliance of the district schools in PBB requirements?

METHODS

The quantitative-descriptive method was used to gather data or describe the respondents. It described the relationship between the compliance of PBB requirements and practices utilized by school heads.

RESULTS

The respondents strongly agreed that the most complied items in terms of NAT, MOOE liquidation, dropout rate are the following: The teachers handling the NAT review sessions are competent in the different subjects included in NAT. The budget matches the liquidated report of school heads and the students' attendance is properly monitored by the advisers. With regards to the practices utilized by school heads, the item that is always practiced involves the community stakeholders in the promotion of Brigada Eskwela and other school activities. There was a highly significant difference in terms of NAT results, MOOE liquidation, and Practices Utilized by school Heads. With relation to the compliance of PBB requirements and practices utilized by school heads, they were noted with a strong positive correlation. To address the least compiled and sustain good practices, an action plan was developed.

DISCUSSIONS

It could be implied that compliance on PBB requirements and practices utilized by school heads for best compliance of PBB requirements have positive and relative connections.
KEYWORDS: Compliance, Best Practices, Performance-Based Bonus

Compliance of Public Elementary School on the Financial Management Role in the School-Based Management in Taal District, Division of Batangas

Ma. Elsie Ramirez & Ma. Lourdes Amponin, School

Abstract

INTRODUCTION
Matters on an organization's finances are reflective of its success in operation. No company or any business firm has ever attained its apex of productivity, growth, and goodwill without performing all the important financial activities exemplary.
The researchers, as school managers, feel the urgent need to assess the administrative function of school managers regarding financial management stewardship by knowing the financial management role and accountability of public school managers.

METHODS
The descriptive research method was used in this study. It describes what exists under such current conditions, practices, situations or any phenomena. A total of 215 teachers and 16 school managers were requested to answer the questionnaire.

RESULTS
Results showed that transparency is one of the elements that have to be met by school heads to ensure the proper delivery of service to the public. The best way to communicate with the public is to post written reports to conspicuous areas. However, results revealed that school heads are transparent in transmitting their reports to the Department of Education office but the other stakeholders, such as teachers and parents, assessed that transparency through bulletin boards and other means to communicate reports to the public as the least manifested function of school heads.

DISCUSSIONS
The school managers should undergo seminars and training about basic accounting and how to exhibit transparency to the public. There should also be a common template of what to display so that there is uniformity among schools.
The central office/regional office/division office in-charge of disbursement and the school heads should have a summit so the central office will know the challenges met by the school heads and they can solicit ways on how to improve the system of disbursement. The summit can also open avenues on issues that are not addressed in terms of fiscal resources.
The school head, teachers, and parents should include in every PTC the reports on fiscal resources. The transparency board should also be updated. Parent representatives should also be given a task in liquidation and disbursement of the fund. The selected parents can be part of the social audit committee. In this way, the public can be sure that the school heads are faithful to their commitment.

KEYWORDS: School-based management, financial management, liquidation

Compliance of Public Junior High School on Child Protection Policy of the Department of Education

Maxima Javier, Department of Education, Maximo T. Hernandez Memorial NHS

Abstract

INTRODUCTION
This study assessed the compliance of public junior high schools in Ibaan District on Child Protection Policy of the Department of Education. Specifically, it determined the profile of the respondents in terms of age, sex, civil status, and designation. Also, assessment of the compliance of JHS on the requirements of the Department of Education on the CPP was done along with the responsibilities of each of the aforementioned schools. Further, differences in their assessments according to their age were also taken into consideration. Results of these were used as a basis on the proposed course of action to ensure the strict implementation of each school on the Child Protection Policy of the Department of Education.

METHODS
The researchers used descriptive design using the quantitative technique. 111 respondents which included the teachers, Master Teachers and Head Teachers of the concerned Public Junior High Schools participated in the survey. Frequency, percentage, weighted mean, ranking, and independent t-test were used to statistically treat the data.

RESULTS
Most of the respondents belong to the age bracket of 30-39 and the majority were female, married, and belonged to the teaching force. It was found out that the junior high schools are compliant on requirements of the Department of Education on the Child Protection Policy and the aforementioned schools' responsibility for the matter is very evident. Moreover, no significant differences were found on the respondents' assessment of the schools' compliance and responsibilities on the implementation of the Child Protection Policy. Hence, the course of action to ensure strict implementation of the aforementioned policy was designed.

DISCUSSIONS
Child protection is a global requirement confronting every country in the world. Children are exposed to the threat of violence in all spheres of life: at home, in school and the community, the workplace, and in institutions. New/emerging forms of violence include online exploitation where easy access to the internet and the hidden nature of crimes committed in cyberspace leave children particularly vulnerable.
The Child Protection Policy (Department of Education Order No. 40, s. 2012) issued by the Department of Education in 2012 refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence. From the issues above, the researcher was challenged to venture in assessing the status of public junior high school in Ibaan District in compliance with the implementation of the Child Protection Policy of the Department of Education. In the end, the policy is worth applying for, since it is a measure that could benefit a lot the students and could bolster the school's quality services to the clientele.

KEYWORDS: Child Protection Policy, Compliance of Public Junior High Schools'

SUBMISSION ID: R04A-BATANP-1992

Comprehending Content Area Text: Problem-Solving Experiences of Intermediate Pupils at CENTEX Batangas

Lezil Frogosa, Master Teacher I

Abstract

INTRODUCTION
Problem-solving is the very heart of the curriculum. It is an ongoing activity in which we take what we know to discover what we do not know. It involves overcoming obstacles by generating, making predictions or estimations, and arriving at satisfactory solutions.

METHODS
This is descriptive qualitative research which aims to identify the comprehending content area texts on problem-solving experiences of intermediate pupils. The respondents of the study are 33 select pupils and 9 teachers teaching mathematics. The researchers used three data gathering procedures namely, descriptive, survey, and interview. Also, the following data gathering tools namely, checklist, questionnaire, and worksheet were used to attain the objectives of this study. A worksheet was distributed to find out the level of comprehension in understanding problem-solving texts of intermediate pupils.

RESULTS
Many respondents participated in the research conducted. The majority of the respondents need the necessary skills in comprehending content area skills in problem-solving. They have an inadequate understanding of Problem-Solving Processes. They experience difficulty in translating words into equivalent numeric figures and symbols. They learn faster when they work collaboratively with peers.

DISCUSSIONS
The results demonstrate that the majority of the respondents need the necessary skills in comprehending content area skills in problem-solving. The teachers apply different methodologies in teaching solving word-problem. However, they encouraged other teachers to try the interventions to address the difficulty in comprehending content area text in solving word-problem among pupils. Different equivalent words or synonyms for the learners were used to familiarize themselves with using different operations. This is to provide English Language Learners (ELLs) opportunities to learn and practice key vocabulary words. Frequent performance feedback should be given to the learners to improve their learnings.

KEYWORDS: content area text, English Language Learners (ELLs)

SUBMISSION ID: R04A-BATANP-1285

Comprehension Level of Grade V Pupils in Reading Short Stories at Barualte Elementary School

Remedios Luistro

Abstract

INTRODUCTION

Reading is an activity with a purpose. It is an interactive process that goes on between the reader and the text, resulting in comprehension. The purpose of reading also determines the appropriate approach to reading comprehension. But English has always been noted as one of the most difficult subjects among the pupils of Barualte ES, particularly for Grade V. One of the problems include pupils can read but it is very hard for them to comprehend. Illiterate parents usually don't have any interest in the education of their children. Some parents want their children to help in their household and farm chores. That's why research writing appears to be a difficult task among the learning leaders.

METHODS

The descriptive method was utilized in this study since it involved collecting and gathering information needed in this study. The tool used in the study was the Phil-IRI result administered to the Grade 5 pupils. This tool used to determine students' growth in reading comprehension. The teacher observation checklist was used by the researchers to gather data throughout the intervention. This tool provided information about changes in how pupils understand and use reading comprehension in reading a short story.

RESULTS

The reading speed level of grade 5 pupils in Barualte ES for the SY 2016-2017 was AVERAGE. The comprehension level of grade five pupils in reading short stories in Barualte ES was INSTRUCTIONAL. In noting details (recall), results showed that out of 45 respondents, 9 or 20% are dependent, 19 or 42% are instructional, and 17 or 38% are frustration. In noting details (identification), 13 or 29% are independents, 19 or 42 % are instructional, and 14 or 31% are frustration. In getting the main idea, 13 or 29% are independent, 23 or 51% are instructional, and 9 or 20% are frustration. In inferring, 9 or 20% are independent, 19 or 42% are instructional, and 17 or 38% are frustration. In sequencing, 8 or 18% are independent, 21 or 47% are instructional, and 17 or 38% are frustration.

DISCUSSIONS

In the light of the findings of this study, we conclude that the reading speed level of grade V pupils in Barualte ES was average and their comprehension level in terms of noting details, getting the main idea, inferring, and sequencing the events was instructional. We, the researchers, recommend that pupils should be encouraged to make reading a habit and also we advised the English teacher that more assignments in reading, particularly for getting the main idea of the stories, must be given.

KEYWORDS: Comprehension Level of Grade V Pupils in Reading Short Stories

SUBMISSION ID: R04A-BATANC-0557

Comprehension in Short Stories among Grade Four Pupils at San Jose T. Reyes Elementary School: Basis for an Action Plan Development

Nimpa Agojo, San Jose T. Reyes Elementary School

Abstract

INTRODUCTION

Reading comprehension is the ability to read the text and understand its meaning. It is more than just being able to read words without really knowing what it means. A pupil's ability to understand what he reads is commonly influenced by his traits and skills.

Reading with comprehension has always been noted as one of the difficult parts of an English class. More so, it is hard to encourage students to read short stories that, of course, they do not quite understand. In connection with this, the researcher decided to conduct this study to enhance the reading comprehension of these pupils.

METHODS

The descriptive method of research was used. The study also used data from the researcher's file being the teacher of pupils at San Jose T. Reyes Elementary School. Test results, as well as personal observation of the researcher during class activities and discussions, were also utilized to provide the data needed in this study.

RESULTS

The study had proven that grade four pupils really need to develop their reading comprehension. Twenty-eight (28) pupils were in the frustration level of comprehension. These pupils were not able to answer most of the questions given after reading the short stories. Twenty-six (26) out of sixty-eight (68) pupils were at the instructional level. Only fourteen (14) pupils or twenty-one (21%) of the class were under the independent level and were able to answer the questions based on the story read. The result of the test only showed that most of the pupils found it difficult to comprehend or understand what they were reading.

The study also proved that the common difficulties encountered by pupils in understanding short stories were word recognition, identifying the word meaning, and comprehending words used in sentences. Thirty-six (36) pupils found it difficult to comprehend words used in sentences.

DISCUSSIONS

The researcher believed that if learners with low reading comprehension level were given additional exercises, worksheets, and skill enhancement, they would be good readers with high comprehension level. But they needed close supervision and guidance from teachers and full cooperation of parents. Also, giving lots of attention and patience and facilitating the child's growth in comprehension skills as well as confidence and motivation can go a long way in their way to academic achievement.

KEYWORDS: comprehension, action plan, short stories

SUBMISSION ID: R04A-BATANP-1350

Comprehension Instruction among Senior High School Students in FABINHS

Kristel Alcantara, FABINHS

Abstract

INTRODUCTION

Good instruction is the most powerful means of developing a learner's various skills. Among which is reading comprehension, thereby prevent learning difficulties in the subject areas where the skills are deemed indispensable. Indeed, reading comprehension skills is an essential tool in the pupils' facilitating and understanding of the other subject areas aside from English. Comprehension instruction is one of the novel trends sought out by Educators in the present generation. Narrowly defined, comprehension instruction promotes the ability to learn from the text. More broadly, comprehension instruction gives students access to culturally important domains of knowledge and provides a means of pursuing affective and intellectual goals.

METHODS

This study used quantitative features in the design, data collection, and analysis. The quantitative data were derived from a descriptive-normative survey.

RESULTS

The results showed that the item established the reading-writing connection has the highest weighted mean of 4.52. Lastly, the item which tells pupils to anticipate the author and predict future ideas or questions got the lowest weighted mean of 3.0. As perceived by teachers, the item with the highest weighted means was checked whether the new words are correctly defined with 4.94 mean scores. Summarizing up an average weighted mean of 4.06 with the interpretation of Great Extent was obtained in the Development of Creative and Critical Thinking.

DISCUSSIONS

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques and the role of vocabulary instruction in enhancing comprehension is complex. Various aspects of word consciousness may be crucial to strategies for independent word learning and various genres of text diversify instructional opportunities as assessed by teachers and students. Moreover, the teachers and parents should appreciate children's thinking as the foundation of their language abilities and they should maintain some flexibility in the development of decoding skills such as reading.

KEYWORDS: reading comprehension, senior high school, instruction

SUBMISSION ID: R04A-LIPAC1-0253

Comprehension Level of Grade Six-Sampaguita Pupils in Understanding Short Stories: Basis for Remedial Teaching Reading Program

Lorna Maala, Bauan - DARES

Abstract

INTRODUCTION

Reading proficiency is the most fundamental skill critical to most, if not all, academic learning and success in school. The ability to read proficiently is significantly related to how much a person can achieve in his or her personal and professional life (Block & Israel, 2005, p. 2).

Results of the Phil-IRI in Oral and Silent Reading showed that pupils find difficulties in understanding short stories. It is in this premise that the researcher is encouraged to conduct an action research relative to the comprehension level of the pupils. the results of this study will help develop the necessary remedial teaching reading program to address the needs of the pupils.

METHODS

The study was conducted to determine the comprehension level of Grade-Six Sampaguita pupils in understanding short stories as a basis for remedial teaching reading program. The descriptive qualitative research design was used. The subject of the study is the 30 Grade VI- Sampaguita pupils enrolled at Colvo Elementary School. The study output is a remedial teaching reading program derived from the findings. Phil-IRI result was used to attain the objectives of the study.

RESULTS

The data shows that 83% of the pupils fall under frustration level in oral reading and 70% fall under the same level in silent reading which indicates that the majority of the pupils do not understand what they have read. Data shows that most of the learners find difficulty in answering interpretative questions followed by literal questions. Most of them were able to answer the applied type of questions. The researcher came up with varied remedial teaching reading programs to help improve the learners' comprehension level in understanding short stories such as Strengthening the school's reading program, Project ERAP (Enhancing Reading Abilities with a Partner), and One Story a Day with Questions of Different Types, providing varied reading materials appropriate to the level of the learners and strengthening reading time.

DISCUSSIONS

The results indicate that the learners need to enhance their comprehension level in understanding short stories and they need more practice in answering literal and interpretive type of questions. Close supervision and monitoring must be done to ensure the effectiveness of remedial teaching reading programs.

SUBMISSION ID: R04A-BATANP-1582

Comprehension Skills: Basis of Reading Performance at Talaga Elementary School

Nenita Anis, Department of Education

Abstract

INTRODUCTION

Fluency in reading the English language is quite remarkable proof for every individual that learning takes place. The improvement of the quality of learning depends largely upon the children's ability to read and to comprehend various printed materials. Teachers with this kind of pupils are always motivated to give their best in teaching.

On the opening of classes in June, the first reading assessment was given to all pupils of Talaga Elementary School to measure their abilities/performances acquired from the previous year. It was recorded that there were still grade five pupils whose reading performance in English in terms of speed was non-reader, very slow, and slow. In their comprehension level, some were mostly at the frustration level. Thus, this research was conducted to address the problem.

METHODS

This study is descriptive. The result of Pre and Post-reading assessments made by the teacher as the major instrument used in data gathering. To determine the reading level and to explain the differences in pupils' reading ability and to remedy their errors to reach the goal, several actions /interventions were done. The frequency of pupils' response and percentage rating were utilized to determine the reading performance of grade five pupils especially their comprehension skills. The data were then presented, analyzed, and interpreted to find out the result.

RESULTS

The researchers found out that teachers' dedication and interest to help the poor readers improved their reading levels. Conference with parents to get involved is a factor in improving children's reading ability. Preparation of teaching materials in all reading sessions makes improvements in the reading abilities of children.

DISCUSSIONS

Teachers in reading should utilize a sufficient variety of materials and techniques for training the children to recognize and comprehend what they read, to act on it, and to integrate the ideas from what they have read into their daily activities. Coordination with parents and other teachers is necessary to speed the reading ability of pupils. Parents should see to it that certain regular periods each day are set for their reading. The pupils' reading difficulties should be diagnosed more efficiently and continuously and remedial work should be given provisions in the classroom program.

KEYWORDS: comprehension skills, reading performance

SUBMISSION ID: R04A-BATANP-1172

Comprehension Skills: Basis of Reading Performance at Talaga Elementary School

Annalyn Dolor, Department of Education

Abstract

INTRODUCTION
Fluency in reading the English language is quite remarkable proof for every individual that learning takes place. The improvement of the quality of learning depends largely upon the children's ability to read and to comprehend various printed materials. Teachers with this kind of pupils are always motivated to give their best in teaching.

On the opening of classes in June, the first reading assessment was given to all pupils of Talaga Elementary School to measure their abilities/performances acquired from the previous year. It was recorded that there were still grade five pupils whose reading performance in English in terms of speed was non-reader, very slow, and slow. In their comprehension level, some were mostly at the frustration level. Thus, this research was conducted to address the problem.

METHODS
This study is descriptive. The result of Pre and Post-reading assessments made by the teacher as the major instrument used in data gathering. To determine the reading level and to explain the differences in pupils' reading ability and to remedy their errors to reach the goal, several actions /interventions were done. The frequency of pupils' response and percentage rating were utilized to determine the reading performance of grade five pupils especially their comprehension skills. The data were then presented, analyzed, and interpreted to find out the result.

RESULTS
The researchers found out that teachers' dedication and interest to help the poor readers improved their reading levels. Conference with parents to get involved is a factor in improving children's reading ability. Preparation of teaching materials in all reading sessions makes improvements in the reading abilities of children.

DISCUSSIONS
Teachers in reading should utilize a sufficient variety of materials and techniques for training the children to recognize and comprehend what they read, to act on it, and to integrate the ideas from what they have read into their daily activities. Coordination with parents and other teachers is necessary to speed the reading ability of pupils. Parents should see to it that certain regular periods each day are set for their reading. The pupils' reading difficulties should be diagnosed more efficiently and continuously and remedial work should be given provisions in the classroom program.

KEYWORDS: comprehension skills, reading performance

SUBMISSION ID: R04A-BATANP-1178

Comprehensive Operations to Unending Numeracy Talent: A Way to Enhanced the Numeracy Skills of Grade II Pupils at Bayawang Elementary School

Jeffrey Belen, RACE

Abstract

INTRODUCTION
Understanding Mathematics is one of the gateways for enhancing the numeracy skills of pupils. In this study, we conducted a program that enhanced the numeracy skills of the learners.

METHODS
A descriptive survey method was used. Using a pre-posttest, we conducted this study focusing on 27 Grade II pupils.

RESULTS
(1) The result of the Pre-test result was failed. (2) The proposed project was developed. (3) Post-test result was passed.

DISCUSSIONS
Project count is the developed intervention used by the teacher to enhance numeracy skills.

KEYWORDS: axcell

SUBMISSION ID: R04A-BATANC-0352

Computer- Aided P2DP Approach: A Strategy to Improve the Reading Comprehension Level of Grade V Pupils

Susanath Guillen, R. Moreno Elementary School

Abstract

INTRODUCTION

Reading is one of the micro skills in learning. It is the key to sustain the teaching and learning process of both teachers and learners with regards to comprehension and reading level. Having faced the issue on improving the reading comprehension of the pupils as needing immediate attention, the researcher designed and found Pre-Reading, 2nd, during and Post Reading (P2DP) approach to be interesting because it was one of the significant and effective strategies that can improve the comprehension skills of the Grade V pupils.

METHODS

In determining the respondents of this study, the researcher used the descriptive and purposive sampling method. In the duration of the study from August 8 - December 8, 2016, 2 sets of reading comprehension tests were given to the Grade V pupils. At first, the pupil's undergone pre-test and followed by a post-test. The teacher conducted a study to address this gap and adapted the standardized REGIONAL ORAL READING INVENTORY reading materials to measure the comprehension level of the pupils as stated in a Dep. Ed order. Before the conduct of this research, permission was asked from the school head and pupils. The Grade V pupils were used as respondents of the study. Parents were also meet for a special conference to formally be informed about this study.

RESULTS

The result on the pre-test manifested that most of the pupils in Grade V were in frustration level with the total of 23 pupils and the result of comprehension level of Grade V pupils in the conducted post-test showed that out of 23 identified frustration level, down to 5 students in the frustration level. Thus, the implementation of the Computer-Aided P2DP Approach after the post-test revealed that most of the pupils became independent level. It was concluded that this P2DP Approach was an effective strategy to improve the reading comprehension of Grade V pupils.

DISCUSSIONS

Before the application of the P2DP Approach, the result reveals that many pupils got low scores in comprehension level. Out of 39 pupils, 23 of them identified as frustration level, 15 were independent, and 1 was instructional. This points out that there is a need for teachers to conduct an assessment that truly affects the performance and progress of the pupils as stated in Dep. Ed Order no. 8 s. 2015. After the implementation of the P2DP Approach, the table post-test manifested that out of 23 pupils identified as frustration level from the pre-test, the post-test result manifested that 13 were considered as independent level, 5 were instructional and 5 were at the frustration level. Thus, Computer-Aided P2DP Approach is an effective strategy that improved the reading comprehension of the Grade V pupils. Dep.Ed Order no. 79 s. 2003 states that teachers should respond to the need of issue for an assessment and evaluation.

KEYWORDS: Computer- Aided P2DP Approach

SUBMISSION ID: R013-SURSUR-0026

Computer E-Games: A Help Or a Threat

Ronnel Delloro, San Miguel Elementary School

Abstract

INTRODUCTION

Computers are being used in every field of life. It can be used for different tasks and data processing. It is used to calculate or perform some mathematical tasks.

E-games create a different ambiance to the learner and add spice to the teaching-learning process.

This study determined if computer e-games is a help or threat in the Grade III class of San Miguel Elementary School. It also aimed to look for ways on how to motivate pupils to participate actively in class discussions and other activities using computer E-games in teaching lessons.

METHODS

This study utilized the descriptive method of research. It also is known as statistical research which describes data and characteristics about practices, level of effectiveness and recovery, and processing. The respondents are the Grade III pupils of San Miguel Elementary School SY 2018-2019. To obtain the necessary data, the researcher used the results of pre-test and post-test as the main data gathering instruments. The pre-test was administered before using the E-Games and the post-test was administered after using E-games. All the data gathered was presented graphically to interpret the result and descriptive statistics such as frequency distribution and weighted mean were used.

RESULTS

The results of the Pre-Test conducted in 10 competencies in Mathematics III were alarming. This signified that learners need to focus and seriously give attention to every Mathematics' lesson.

The Post-Test results were all impressive and showed the learners' improved performance. From competency 1 to 10, the average percentage was 95%. It signified that the program, Oral and Written Numeracy Assessment Tool and E-Games, really played a vital role in the teaching-learning process. It was a really big help to arouse, motivate, and energize learners in the teaching process. Pupils are learning while enjoying. There should be training for all teachers to widen the use of e-games, not only in Mathematics but also in other subjects.

DISCUSSIONS

The results showed that based on the outcomes of the Pre and Post-Test of the learner, they mastered the competencies and they were focused on the lessons through the use of Oral and Written Numeracy Assessment Tool and the E-games. The teacher should use game-based learning to maintain the focus of the learner in the whole class period. The learners became motivated, interested, energized and had fun during the teaching-learning process. It also proved that it is not only learning by doing but also learning by enjoying.

KEYWORDS: e-games, threat, help

SUBMISSION ID: R04A-BATANP-0130

Computer Games and its Effect on Social Behavior of Grade 12 Students in Emiliano Tria Tirona Memorial National High School

Dhodie I. Malang, Jherick A. Ticay, & Nicole Jeriemie Shane Dela Vega,
Department of Education, ETTMNHS

Abstract

INTRODUCTION
Computer games play a major role in shaping the future of children and young adults especially in the current era of modern technology. Days are gone when children love to indulge in outdoor activities. Rather than running or playing outside, children spend most of their time playing online games. A lot of children in the Philippines and worldwide are crazy about video games. Behavior is very important for the individual, especially in students. Behavior is what makes us gentle, sober, and human. Good behavior comprises of actions and responses acceptable and understood by society. This research will benefit the senior high school in Emiliano Tria Tirona Memorial National High School-Integrated Senior High School because they can be aware of what can happen to them if they don't manage their time playing computer/online games.

METHODS
The researchers used simple random sampling with 15 random students from Bread and Pastry, Housekeeping, General Academic Strand, and Hair Dressing strands. The researchers used a behavior observation scale to know the Effect of Online Games on Social Behavior of the students in Emiliano Tria Tirona Memorial National High School-Integrated Senior High School.

RESULTS
Results from the effect on the social behavior of the student's survey show that computer games allow them to entertain themselves. On the other hand, the majority of the respondents agree that they can't live without computer games. The survey of the data on the effects of computer games on the social behavior of the students shows that it is one of their stress relievers.

DISCUSSIONS
The researchers know that the majority of the respondents find that it is more entertaining when they play computer games with friends. Most of the respondents agree that it has a positive effect as it increases their positive mood after they play computer games. They also become aggressive after playing computer games and also they find that this is one of their most helpful stress relievers. On the other hand, their whole day is not complete without playing computer games and games are emotionally engaging for them. However, they find themselves becoming trash talkers/verbal bullies while playing computer games. But they all disagree when it comes to having self-doubt whenever they lost their games because they are all competitive.

KEYWORDS: Computer Games, Social Behavior

Computer Hardware Servicing Proficiency Level of Grade 10-Amethyst Students of Anilao National High School

Berlin Malabanan, Anilao National High School

Abstract

INTRODUCTION

The Computer Hardware Servicing program provides knowledge and skills in diagnosing and troubleshooting problems of personal computer systems, networks, software, and its parts. As observed, Grade 10 students participated well in various group activities in their Computer Hardware Servicing class. However, among the three sections in Grade 10, the Grade 10-Amethyst failed to complete and perform the learning objectives of the subject requiring at least a proficient level in the CHS program. This prompted the researcher to conduct a study identifying the Computer Hardware Servicing Proficiency level of Grade 10-Amethyst of Anilao National High School with the end view of proposing an action plan with intervention programs and activities to improve their proficiency level.

METHODS

The descriptive method of research was used in this study with the questionnaire as the main data gathering instrument. This was supplemented by documentary analysis of the respondents' third-quarter grades. The respondents were Grade 10-Amethyst students composed of 18 males and 18 females. Weighted mean, ranking, and percentage were the statistical tools used to come up with answers to the specific problems in the study.

RESULTS

The respondents' third-quarter grades in Computer Hardware Servicing attained a mean grade of 77.97. Based on the Proficiency level prescribed by the K to 12 Basic Education Program grading system, it posted a developing level. In terms of personal entrepreneurial competencies, their CHS was approaching proficiency as sustained by an overall mean of 3.34. In terms of environment and market, it attained an overall mean of 2.99 and was described as approaching proficiency. In terms of configuring computer systems and networks, it has a weighted mean of 3.13 and interpreted as approaching proficiency. In terms of maintaining computer systems and networks, it revealed an overall mean of 2.66 and was interpreted as approaching proficiency.

DISCUSSIONS

Learning competencies of Computer Hardware Servicing should be properly divided by quarter with close monitoring and evaluation to ensure that students empirically meet and perform the required objectives of the subject. The designed action plan with intervention programs and activities should be implemented at the soonest time possible.

KEYWORDS: approaching, computer hardware servicing, proficiency level

SUBMISSION ID: R04A-LIPAC1-0225

Computer Literacy among Grade 11 Students of Callejon National High School

Lyndzey C. Cuevas, Callejon NHS

(Adviser: Morlan Pasia)

Abstract

INTRODUCTION

Throughout the century, everyone has been joining the technological advancement revolution. Students have access to the different types of technology such as a computer, mobile devices, and different applications. Unfortunately, the majority are hindered to become a computer literate due to lack of knowledge, skills, and attitude. Thus, this study aimed to determine the level of competence in using computers among Grade 11 students of Callejon National High School for the S.Y. 2018-2019 as the basis of proposed intervention programs.

METHODS

The study made use of descriptive method design with the questionnaire as the main data gathering instrument. The respondents of the study were 52 Grade 11 students of Callejon National High School chosen randomly. Data were interpreted using the following statistical tools: weighted mean, frequency, percentage, rank, and t-test.

RESULTS

The majority of Grade 11 students are 16 years old and mostly female. Many of the students came from Technical Vocational and Livelihood (TVL) and mostly got an average of 81-85 in computer subjects from the school year 2017-2018. Most of the students are knowledgeable in using Paint and using communication software such as Messenger and Skype. Students are all competent in terms of skills. Also, students have a positive attitude towards the use of computers and find learning computers very interesting and fun. Furthermore, there is no significant difference in the level of competence in terms of knowledge as well as attitude between the Academic and the TVL group. Meanwhile, there is a significant difference in the level of competence in terms of skills between the TVL and the Academic group. Also, there are several issues and challenges encountered by the students in using the computer. Scheduling on the use of computers in class must be given due attention.

DISCUSSIONS

The results reveal that there is still a need to improve the students' computer literacy in terms of knowledge, skills, and attitude. They need intervention programs for them to be more competent, to improve themselves and to widen their learnings to become globally competitive individuals of the 21st century.

KEYWORDS: Computer Literacy, Knowledge, Skills, Attitude, Intervention Program

Computer Literacy and Proficiency as Related to the Academic Performance in English of Grade VI Pupils of Parklane Elementary School

Emerson Curioso, Department of Education - Cavite

Abstract

INTRODUCTION

Advanced technology has become an important part of early education, and teachers of all grades are applying computer technology in lesson planning to prepare children for high school and college classes that require computer literacy. The study aimed to determine the computer literacy, computer proficiency, and level of performance in English of Grade VI pupils of Parklane Elementary School. An action plan was crafted to improve computer literacy, computer proficiency, and English academic performance of Grade VI pupils.

METHODS

The descriptive - correlational method of research was used in this study. A total of 150 graduating grade six pupils enrolled in computer class participated in the study. The researcher utilized the English average (GPA) of the respondents as their academic performance. The instrument was adopted from the proprofquiz by jobnetwork and from Orcullo (2014) on computer proficiency was also utilized.

RESULTS

Regarding Computer Literacy, a great number of respondents (78% or 52%) belong to the Average Level (15-29). The mean 17.70 signifies the respondent's average level in computer literacy. In Computer proficiency, the respondents have an average level of proficiency in keyboarding (mean of 2.53), speed and accuracy(mean of 2.52), disk management (mean of 2.59), application feature in terms of document creation (mean of 2.83), document formatting (mean of 2.54), document enhancing and document management (mean of 2.71 and 2.59 respectively), as well as in internet and e-mail in terms of internet browsers. They have a high level of proficiency in terms of operating system (mean of 3.72), information management (mean of 3.53) and very high in terms of the email (mean of 4.58). Generally, respondents are gauged as having average proficiency indicated by the overall mean of 3.16.

In Academic performance, most of the respondents (93 or 62%) belong to the average (81-90) GPA. The mean 83.79 signifies the average in the academic performance in English.

DISCUSSIONS

Pupils have an average level in computer literacy, computer proficiency, and academic performance. There is no significant relationship between computer literacy and computer proficiency, computer literacy, and English academic performance, and Computer proficiency and English academic performance. Cooperative learning is encouraged where good pupils can help those who are behind in terms of computer proficiency. Computer Education should be integrated into all academics subjects. Teachers' performance within a set of measurable improvement targets should also be monitored.**KEYWORDS:** Computer Literacy, Proficiency and English Academic Performance

SUBMISSION ID: R04A-CAVITP-0217

Computer Literacy of Grade IV-VI Pupils in Coral Na Munti Elementary School

Estepany Carasucho, Department of Education, Division of Batangas

Abstract

INTRODUCTION
Rapid population growth brings a lot of changes. These changes are bringing tremendous advancement in technology, thus, creating a better life for every people. This study aims to see further information about incorporating technology into our school curriculum. This attempts to emphasize its positive influence on all students in the school who, in time, will be embarking on their careers. Computer literacy is considered to be a very important skill. Its concept is moving beyond basic functionality to more powerful applications especially in schools such as writing papers and searching the internet for information. Computer technology continues to grow at an outstanding rate. The computer always changes. They become smaller, faster, and more powerful. These changes motivated modern society to become comfortable with basic computer-related skills.

METHODS
The researcher utilized the descriptive method of research. This study focused on the level of computer literacy in helping the school administration ensure knowledge of the pupils in computer subjects. The researcher was guided by the explanation of Calmorin (2004) that the descriptive method is an approach to answer the questions on real facts relating to existing conditions or situations. Furthermore, it is a quantitative technique that determines the prevailing condition in a group of cases chosen for the study.

RESULTS
Pupils who use PC (participated in the program) had greater advances in Reading, Mathematical, Computer Knowledge, following directions and grammar, and had higher scores or school achievement tests compared with the pupils who did not participate (use PC). Pupils who are information literate demonstrated skills in obtaining and assessing appropriate information, processing and communicating information and thinking rationally and creatively as well as in submitting assignments and projects and other requirements without delay. The pupils can pass written documents on time.

DISCUSSIONS
The results demonstrate that proper concentration, interest, and motivation are significant factors for becoming computer literate. Proper guidance from an expert is a helpful way of uplifting computer literacy. Aside from reading more books about the programs offered by the computer, they need to spend an hour or two in utilizing the computer, attend computer classes offered in school, and ask help from a computer literate person.

KEYWORDS: Computer, Literacy, Literate, Hardware, Software

SUBMISSION ID: R04A-BATANP-1979/ R04A-BATANP-1982

Computer Literacy of Grade IV-VI Pupils in Coral Na Munti Elementary School

Antonia Lacsamana, Department of Education, Division of Batangas

Abstract

INTRODUCTION
Rapid population growth brings a lot of changes. These changes are bringing tremendous advancement in technology, thus, creating a better life for every people. This study aims to see further information about incorporating technology into our school curriculum. This attempts to emphasize its positive influence on all students in the school who, in time, will be embarking on their careers. Computer literacy is considered to be a very important skill. Its concept is moving beyond basic functionality to more powerful applications especially in schools such as writing papers and searching the internet for information. Computer technology continues to grow at an outstanding rate. The computer always changes. They become smaller, faster, and more powerful. These changes motivated modern society to become comfortable with basic computer-related skills.

METHODS
The researcher utilized the descriptive method of research. This study focused on the level of computer literacy in helping the school administration ensure knowledge of the pupils in computer subjects. The researcher was guided by the explanation of Calmorin (2004) that the descriptive method is an approach to answer the questions on real facts relating to existing conditions or situations. Furthermore, it is a quantitative technique that determines the prevailing condition in a group of cases chosen for the study.

RESULTS
Pupils who use PC (participated in the program) had greater advances in Reading, Mathematical, Computer Knowledge, following directions and grammar, and had higher scores or school achievement tests compared with the pupils who did not participate (use PC). Pupils who are information literate demonstrated skills in obtaining and assessing appropriate information, processing and communicating information and thinking rationally and creatively as well as in submitting assignments and projects and other requirements without delay. The pupils can pass written documents on time.

DISCUSSIONS
The results demonstrate that proper concentration, interest, and motivation are significant factors for becoming computer literate. Proper guidance from an expert is a helpful way of uplifting computer literacy. Aside from reading more books about the programs offered by the computer, they need to spend an hour or two in utilizing the computer, attend computer classes offered in school, and ask help from a computer literate person.

KEYWORDS: Computer, Literacy, Literate, Hardware, Software

SUBMISSION ID: R04A-BATANP-1979/ R04A-BATANP-1982

Computer Literacy Training for ABM Students to Meet the Technical Standards of Corporate Businesses in San Juan

Restie Masalunga, Student

(Adviser: Eric Hernandez)

Abstract

INTRODUCTION

The trend towards corporate organization is evident in the Philippines, and more individual proprietorships and partnerships are turning to the corporation as a preferable form of business. In connection, this kind of business settled standards and qualifications among all aspects of the enterprise, especially in hiring its manpower. The technical standard is one of the most important among the categories. Moreover, standards have been more competitive over time, thus they required applicants with more skills to cope with modern innovations. As aspiring future applicants, the researchers, as grade 12 ABM students, sought to know the technical standards of corporate businesses in San Juan so they can prepare to acquire technical skills, specifically computer literacy from computer literacy training.

METHODS

This study used an Action Research design. To know the technical standards of corporate businesses, the researchers surveyed ten corporate employees through Purposive sampling. Forty-two ABM students also participated as respondents to assess how computer literacy skills training improves students' skills to meet the technical standards of corporate businesses. The data collected was analyzed through quantitative analysis.

RESULTS

Respondents identified technical standards of the corporate businesses in San Juan as 1) applicants must know basic computer functions to send letters, requests, purchase, etc.; 2) applicants must know how to simplify and improve workflows; 3) applicants must be responsible in handling data and documentation. On the other hand, it is found that: 1) students spend 1-3 hours of computer usage per week; 2) they believe that through computer literacy training, their knowledge and documentation skills aligned to their future work and position will be developed; also, 3) computer literacy training make them realize technical errors.

DISCUSSIONS

The results demonstrate that corporate businesses require applicants' computer skills on basic commands, handling data and documentation, and simplifying workflows. Since the students spend less time in developing their computer literacy skills, improved training must be provided as they believe that this would help them qualify for their future work.

KEYWORDS: technical standards, corporate business, computer literacy skill

SUBMISSION ID: R04A-BATANP-0289

Computer Literacy of Teachers in Lumbangan National High School, Nasugbu, Batangas: An Assessment

Priscila Barcelon, Department of Education

Abstract

INTRODUCTION

Today, computers play a big role in education especially in developing countries like the Philippines. Being computer literate allows the teacher to excel. Most of the teachers in Lumbangan National High School have laptops or computers to help them in their tasks in terms of preserving records, encoding documents, computing grades, and browsing the internet. The study sought to describe the computer literacy of teachers in Lumbangan National High School Nasugbu, Batangas.

METHODS

A questionnaire, which included a provision on the profile of the respondents and a 5-point Likert Scale on computer literacy, was distributed to twenty-eight (28) teachers. An interview with ten (10) of the respondents was also conducted to strengthen the quantitative results of the investigation.

RESULTS

The study showed that the respondents agreed that they were computer literate in terms of performing elementary tasks, manipulating files, using keyboards for data and program entry, using e-mail, using internet, performing basic word processing tasks, performing editing tasks, performing formatting tasks, editing tasks in spreadsheets, formatting tasks in spreadsheets, creating and manipulating power point presentation. However, they were uncertain in creating references and citations, performing data entry tasks, and creating and manipulating graphics files.

DISCUSSIONS

The results showed and suggested that teachers should continue their graduate schooling, keep abreast of the latest trends and innovations in education, particularly on computer literacy. They must review the necessary teaching methods and strategies using the computer to develop their skills in different computer programs, engage themselves in the use of modern technologies like computers and multimedia in teaching to develop and further enhance their computer skills.

KEYWORDS: Computer literacy, Teachers, Assessment, Internet, Spreadsheet, Computer Operation, Graphics

SUBMISSION ID: R04A-BATANP-1458

Computer Proficiency of Teachers in Selected Public Elementary Schools in the District of Binangonan II for Advanced Teaching Methodology

Aileen Olorcisimo, Lunsad ES, Department of Education - Rizal

Abstract

INTRODUCTION
Education plays a vital role in the development of our nation. Teachers are the key persons in producing a pool of successful individuals as it is believed that quality instructions will lead to excellence. Since the improvement of the educational system, teachers must be the first to be educated on how to maximize every development. They must develop their computer skills especially since the department introduces computer-generated works and outputs.

METHODS
The descriptive method of research was used in this study. This was designed to gather information about the present existing condition. This described the nature of the situation as it existed at the time of the study and explored the causes of prevailing conditions, with practices and the description of the activities. It also involved the collection of data to test the hypothesis and to answer the questions concerning the current status of the subject of the study.

RESULTS
The competencies concerning General Computer Operations is verbally interpreted as less proficient. The test on the significant difference in the perceptions of the respondents on the extent of computer awareness on general computer operations in terms of their sex accepted the null hypothesis. Contrary to the test on the significant difference in the perceptions of the respondents on the extent of computer awareness of general computer operations in terms of their age, educational attainment, length of service, the number of subjects taught, and computer application in teaching rejected the null hypothesis. It was concluded that the profile of teachers and computer applications in teaching are predictors in the extent of computer awareness of general computer operations. Male and female teachers have the same level of computer awareness.

DISCUSSIONS
It will be beneficial for each to get exposed to in-service training programs relative to technology literacy specifically on the manipulation of computers and other software applications to improve the teachers' computer awareness. They should be open-minded to more instructional technology, preferably engaging themselves to activities that will enhance their level of competencies in Information and Communication Technology.

KEYWORDS: Computer Proficiency of Teachers in Selected Schools at Binangonan II

SUBMISSION ID: R04A-RIZALP-0223

Computer Technology Competencies of Public Elementary School Teachers in the District of General Mariano Alvarez, Cavite: Basis for a Training Program

Camille Catherine Buenavente, Department of Education

Abstract

INTRODUCTION

Today, most of the teachers in public schools have computers to help them with everyday teachings. Unfortunately, based on the researcher's observation, some teachers still have minimal computer competency. This study was conducted to evaluate the computer technology competencies of public elementary school teachers in the District of General Mariano Alvarez, Cavite. It sought to find out the level of competencies on the use of computer technology as perceived by themselves and by the school administrators. The result helped the researcher to come up with a basis for developing a Suitable, Feasible and Accessible (SFA) teachers' Computer Technology Training Program.

METHODS

This descriptive study was conducted in the eight (8) public elementary schools in the District of General Mariano Alvarez, Cavite during the school year 2016-2017 which involved 195 public elementary school teachers and eight school administrators selected through convenient sampling technique. The survey questionnaire used was adopted, modified, and validated to evaluate the computer technology competencies of public elementary school teachers. Frequency counts, percentage, and weighted mean were used to determine the effectiveness of the variables. T-test was also used to find out the significant difference between the assessment of the teachers and administrators. The chi-square was also used to determine the relationship between the respondents' profile and their computer technology competency.

RESULTS

Teachers were found to be on the "Basic Level" on the use of the word with the composite mean of 3.28; on Email (CM=3.12); on Presentation (CM=3.00); on Browsing (CM=2.97); on Spreadsheet (CM=2.86); and lastly, on Computer-Aided Instruction (CM=2.67). The overall weighted mean of 3.08 was obtained which reveals that teachers possess the Basic Level of competencies in all software applications.

DISCUSSIONS

Teachers in the District of General Mariano Alvarez can only perform some of the competencies in computer technology and needed improvement for the success of their teaching profession.
The computer technology competency of the respondents needs upgrading in most of the computer technologies indicated. The Computer Technology Training Program can be implemented in the District of General Mariano Alvarez since the respondents have a positive assessment of its suitability, acceptability, and feasibility as highly suitable, highly acceptable, and highly feasible.

KEYWORDS: Word, Spreadsheet, Presentation, Computer-assisted Instruction, Browsing, E-mail

Computer-Aided Instructional Material and Reading Proficiency of Blaan Students

Sheena Mae Pacardo, Teacher II

Abstract

INTRODUCTION

The reading ability of the student is vital to learning and remains an essential skill in the information age. Learning new content and skills efficiently and effectively in different disciplines is possible through reading. It is especially important to learners who are in their foundational knowledge. At the secondary level, students are presumed to have acquired reading basic skills in their elementary years. However, there are still struggling readers in high school. Students who struggle with reading skills miss the opportunity to connect their lessons and become unaware of life's turmoil after high school. Thus, at this premise, the researcher developed the Computer-Aided Instructional Material (CAIM) to increase the reading proficiency of struggling readers.

METHODS

Pre-test and Posttest Experimental research design were utilized in the study. Mean, t-test of dependent and t-test of independent mean were employed in analyzing the data. There were two groups in the study: a control group and an experimental group. The control group was subjected to traditional teaching while the experimental group used the developed CAIM. In determining the respondents of this study, the researcher used a random sampling technique. The study also used the following tools: Pretest and post-test instrument and rating scale.

RESULTS

After developing the instructional material, the validators evaluated the CAIM. The validators have positive acceptance of the CAIM as Very Satisfactory in terms of content, relevance, acceptability, mechanics, and technical aspect. Furthermore, the reading proficiency level in the pretest of the control group and experimental group in terms of reading comprehension, phonemic awareness, and word recognition were described as Fairly Satisfactory while in the post-test the control group and experimental group obtained Very Satisfactory. The results of the study showed that there is a significant difference in the pretest and post-test scores of the control group and the experimental group. Finally, the overall mean gain score of the experimental group is higher than the control group.

DISCUSSIONS

The results showed both traditional teaching and Computer-Aided Instructional Material were effective in improving and increasing the reading proficiency of Blaan students. Among the two reading interventions, CAIM is more effective compared to traditional teaching in reading. Thus, CAIM is recommended for utilization for struggling readers.

KEYWORDS: Reading, Computer-Aided, Instructional material, Experimental, Philippines, Asia

SUBMISSION ID: R012-KORONA-0020

**Computer-Assisted Instruction-Based Mathematical Drills in Teaching
Basic Operations of Integers in Mathematics 10**

Jennalyn Resare, Pag-Asa National High School

Abstract

INTRODUCTION

Basic as it seems, dealing with integers and performing its four fundamental operations has been one of the Waterloos of the learners in Mathematics. It was observed that this basic skill greatly affects their performance if not fully understood and mastered. The study was intended to determine which ICT-based tool was more effective in the execution of the drills on the basic operations of integers as a pre-requisite skill in the topics of Patterns and Algebra in Mathematics 10.

METHODS

The study is descriptive and made use of both quantitative and qualitative methods. A pretest and posttest were administered to the control and the experimental group via random sampling with the aid of Raosoft. The control group used Microsoft PowerPoint while the experimental group used the ActivInspire software as a tool in conducting the drills. The data gathered after weeks was analyzed using the independent t-test to compare the mastery level of the two groups.

RESULTS

The results showed that there was no significant difference between experimental and control groups' mastery level after the exposure to the two different tools used in administering the drill on basic operations of integers as presented by the result of the independent t-test with a p-value of 0.070.

DISCUSSIONS

It was recommended that the use of Microsoft PowerPoint as a basic tool in giving drills should be properly utilized to improve the mastery level of the learners in the basic operations of integers.

KEYWORDS: CAI, Mathematics, ICT Learning

SUBMISSION ID: R04A-RIZALP-0420

Computer-Assisted Sign Language Instruction at the Philippine School for the Deaf: Inputs for Program Enhancement

Loren Francesca Centeno, Reasearch Association of Tanza Educators

Abstract

INTRODUCTION
Computer-Assisted Instruction use in learning has become widespread from primary education through university level and has become an evolving strategy to teach Deaf learners. In giving quality education to them, the Sign Language teachers are responsible for it.

METHODS
The study was conducted to find out the perceptions of teachers on the use of Computer-Assisted Sign Language Instruction among SPED teachers of Philippine School for the Deaf. The results from the questionnaire were interpreted using the mean comparison.

RESULTS
The findings showed that in terms of teaching aspects, the majority of the respondents perceived that computer-assisted sign language instruction develops creativity on students' learning and that the computer-assisted sign language instruction encourages curiosity and complex thinking.

DISCUSSIONS
The researcher also found out that there is no difference between the respondents' perception of the use of CAI in terms of teaching and learning aspects when grouped according to sex and sign language competency. But when grouped according to age and years of teaching, there is a significant difference. Seasoned teachers are hesitant in using CAI on their teachings because of their lack of training. It is recommended that teachers need to have additional training in using computer technology to upgrade their teaching style.

KEYWORDS: Computer-Assisted Sign Language Instruction, Philippine School for the Deaf, technology

SUBMISSION ID: R04A-CAVITP-0639

Computerization Program: Its Impact on the Work Performance of Public Elementary School Teachers in Tabaco North District

Homer Borlaza, Nagsipit ES SDO Tabaco City

Abstract

INTRODUCTION
Article XIV of the 1987 Constitution of the Republic of the Philippines stresses on education, science and technology, arts, culture, and sports in section 10. It is also stipulated that the government shall support indigenous, appropriate, and self-reliant scientific and technological capabilities and their application to the country's productive system and national life. This leads to the creation of the Department of Education Order No. 78, s. 2010 entitled "Guidelines on the Implementation of the Department of Education Computerization Program". This program mandates the promotion of the rights of all citizens to take appropriate steps in making the use of information communication technology accessible to all.

In 1996, the Department of Education embarked on the 10-year Modernization Program which introduces the use of information technology in the improvement of teaching and learning process, educational management and operations. Teachers were one of the recipients of this initiative wherein they should embrace the changes of the ICT to teaching and learning. There should be shifting from the traditional provider of instruction to the modernized facilitator of learning.

METHODS
The descriptive method of research was used in this study. It determined the work performance of teachers and the impact of the program (DCP) along with instructional delivery and ancillary services. Respondents also ranked the extent of every problem they've met using Department of Education computer packages.

RESULTS
The study indicated a "satisfactory" rating on the work performance of teachers using DCP along with instructional delivery and ancillary services. The impact of the DCP on the work performance of teachers, along with instructional delivery and ancillary services, posted a positive "strong" rating.

DISCUSSIONS
The researcher recommended that the work performance of the teachers in Tabaco North District utilizing the DCP should be improved to reach an outstanding level. This can be achieved through regular updating of skills on a division-based training. To recognize the significant impact on the work performance of the teachers, the utilization of the DCP packages must be maximized. Proper inventory of non-functional batches must be ensured and reported at once for immediate action, replacement, and disposal. The quality of units is often compromised due to the existing government procurement policy.

SUBMISSION ID: R005-TABACO-0052

**Concept Mapping as a Strategy in Enhancing Grade Six Understanding
of Different Body Systems**

Julie Anne Frane, Lemery Pilot Elementary School

Abstract

INTRODUCTION

The purpose of this research is to examine the effectiveness of the utilization of concept mapping on fostering learning, transfer of knowledge, and retention of body systems concepts in Science. The realization of the K-12 Science curriculum has become a leading problem in the classrooms as many learners are having difficulties in processing information. That is why teachers are always trying to discover or craft innovative ways to spark pupil interest and increase pupil retention of the lessons presented. Learners, most specifically the Grade six learners who mostly exposed to highly- contextualized and complex learning texts, are expected to have the capacity of grasping concepts if given the right tools. Concept maps have been proven to aid in fostering learning, transferring, and retention of knowledge. The systems of the human body are an ideal set of topics to explore using the value of graphic organizers because the human body is a topic that is often interesting and exciting for pupils in Science.

METHODS

The respondents are from the three out of ten sections or 135 grade six pupils from Lemery Pilot Elementary School enrolled for the S.Y. 2017 -2018. The study was both quantitative and qualitative. Pre-test and Post-test and teacher-made assessments were used. The results were treated statistically with the use of frequency counts and percentages. She also utilized questionnaires and a checklist to identify the difficulties encountered by the pupils.

RESULTS

It was found that the lessons about the different body systems are one of the least mastered skills in Science 6. From the different strategies in teaching, concept mapping was considered significantly better for learning gains. The delivery of the lesson by the use of graphic organizers promoted better retention and sparked a lot of pupil interest and raised pupil success.

DISCUSSIONS

In light of the result of the study, the researcher decided to integrate concept mapping fully in classroom practice for all lessons using varieties of concept mapping activities and models. The result of the study will be rolled out to the school for future use.

KEYWORDS: Concept Mapping, Body Systems, Science

SUBMISSION ID: R04A-BATANP-0572

Conceptual Understanding of Science Technology Engineering and Mathematics Students in Calculus and Physics Subjects

Florence Mae S. Tacardon, Student

Abstract

INTRODUCTION
Calculus is a requirement for much diverse Science, Technology, Engineering, and Mathematics-related disciplines. These courses typically cover a large amount of content and thus are prone to creating the negative atmosphere described by STEM majors. While Physics is considered as the most challenging area within the realm of science, it traditionally attracts fewer pupils than chemistry and biology. Thus this study is conducted to find out the different challenges STEM 11 students of Tacurong National High school encountered in the fields of calculus and physics and their coping mechanism to overcome them.

METHODS
This study utilized descriptive-survey research design. The questionnaire comprised three parts that underwent a validation process from at least three experts in the field of research to ensure its validity and reliability. It was retrieved after the respondents finished answering. To answer the demographic profile of the respondents, simple frequency count and percentages will be utilized. Descriptive statistics, which include a basic summary of the data gathered, were used to explain the result of the study.

RESULTS
Based on the result of the study, it was concluded that most of the students are trembling when called to answer the problems on the board. On the other hand, the best coping mechanism used by the respondents was taking notes during the discussion.

DISCUSSIONS
Overall, it is concluded that every student of grade 11 STEM students have their different techniques on how they accept the challenges of the subjects Pre-Calculus and Physics with the use of their coping mechanism.

KEYWORDS: Calculus, Physics, Challenges, Coping mechanism

SUBMISSION ID: R012-TACURO-0014

Conduct a Meditation Practices Uplifting Students (Project CAMPUS): An Intervention Program for the Students with Social Problem in Grade 5 of Parklane Elementary School, Division of General Trias

Liezl Firmanes, Member of Asia Pacific Association of Educators

Abstract

INTRODUCTION
In Parklane Elementary School, one of the big schools in General Trias City, Division of General Trias, teachers face difficulty in children with different behaviors or different perspectives in life from the different situations in the family. This study will examine the progressive ideology that students should be able to govern themselves in the right path while ongoing meditation and reflection are on their track with the help of the teacher and stakeholders concerned. The study will be of great achievement to ease the problem in the classroom by applying the project CAMPUS (Conduct A Meditation Practices Uplifting Students) to promote student's behavior.

METHODS
Mix Exploratory method of research was used. The researcher made a behavioral survey-questionnaire on the status of the eight (8) pupils as to Self-Control, Teachers Relation, Classmates, and School Relation validated by her principal. The researcher used purposive sampling, a sampling technique in which respondents are chosen based on their knowledge of the information required by the researcher. This is appropriate since those teachers mentioned have the background knowledge on the behavior of the mentioned eight (8) pupils.

RESULTS
The implementation of project CAMPUS (Conducts A Meditation Practices Uplift Students) are proven effective. They focus well in class and able to express themselves to other students. The parent/guardian of the eight (8) pupils with social problems are very thankful for the said program because they observed that even at home, there are changes in the behavior of the eight (8) students. Aside from that, teachers were also happy because they built positive and harmonious relationships within and outside of the school based on the interview conducted by the researcher.

DISCUSSIONS
An intervention program was developed based on the results of Project CAMPUS (Conduct A Meditation Practices Uplifting Students) for promoting student's behavior.   Meditation is the training of a child's attention. It allows the child to step out of distracted thought and help him arrive in the present moment in a balanced and clear way. Though mindfulness meditation was inspired by Buddhist practices, it is available today as a wholly secular practice that emphasizes stress reduction, the cultivation of focus, and the development of tranquility.

KEYWORDS: attention, problem, meditation, reflection, discipline

Conduct of Intensive Reading Exercises and Assessment for Reading Skills Development (I Read) Program to Grade 7 Students: A Cross Over

Helen Katigbak, Lipa City National High School

Abstract

INTRODUCTION

Reading is a very important issue which is not only about enjoyment but a necessity which paves the way for a better understanding of one's own experiences and an exciting journey to self-discovery. Students would learn to read as readily as they learn to speak and teachers would only need to give their students the chance to practice their skills frequently. But they do not learn to read only from being exposed to books. This research centered on the conduct of the I READ Program that served as a reading intervention for the grade 7 students to eradicate non-readers and slow readers which is the ultimate mission of every English teacher.

METHODS

The researcher used the quantitative method to assess the improvement of the select grade 7 students who were identified as non-readers and slow readers from the four sections before and after the conduct of the program. The purposive sampling technique was used since the subjects of the study were chosen by considering the result of the PHIL-IRI on the pre-reading test. The primary tools of this research are the pre-reading result, reading materials, monitoring chart (attendance, reading report), and student's reflection.

RESULTS

After the research and the conduct of the I READ Program, the assessment of the respondents to their reading performance reflects their outstanding improvement. First, word pronunciation: despite the students' provincial accent, it didn't hinder them to improve their reading skills as they know how to read the words for they already recognized them. Second, in the reading comprehension: the students earnestly answered the given questions from the given paragraphs, stories, essays, and grammar exercises. Third, in the communication: through English instruction, the quick response is observed in their classroom instruction among the students.

DISCUSSIONS

The result of this research would serve as bases of applying the attainable program for non-readers and slow readers not only in grade 7 level in Lipa City National High School but also to all grade levels in public and private elementary and secondary schools. This is to give early remediation to the students with reading problems. This is valuable to the students as it brings productive and interactive communication and comprehension in their studies, giving a better result in their academic performance. Likewise, among the administrators and teachers, it reflects good feedback to the school itself.

KEYWORDS: Reading Problems, I READ Program

Conduct of Intensive Reading Exercises and Assessment for Reading Skills Development (I Read) Program to Grade 7 Students: A Cross-Over

Helen B. Katigbak, Lipa City National High School

(Adviser: Helen Katigbak)

Abstract

INTRODUCTION

Reading is a very important issue which is not only about enjoyment but a necessity which paves the way for a better understanding of one's own experiences and an exciting journey to self-discovery. Students would learn to read as readily as they learn to speak and teachers would only need to give their students the chance to practice their skills frequently. But they do not learn to read only from being exposed to books. This research centered on the conduct of the I READ Program that served as a reading intervention for the grade 7 students to eradicate non-readers and slow readers which is the ultimate mission of every English teacher.

METHODS

The researcher used the quantitative method to assess the improvement of the select grade 7 students who were identified as non-readers and slow readers from the four sections before and after the conduct of the program. The purposive sampling technique was used since the subjects of the study were chosen by considering the result of the PHIL-IRI on the pre-reading test. The primary tools of this research are the pre-reading result, reading materials, monitoring chart (attendance, reading report), and student's reflection.

RESULTS

After the research and the conduct of the I READ Program, the assessment of the respondents to their reading performance reflects their outstanding improvement. First, word pronunciation: despite the students' provincial accent, it didn't hinder them to improve their reading skills as they know how to read the words for they already recognized them. Second, in the reading comprehension: the students earnestly answered the given questions from the given paragraphs, stories, essays, and grammar exercises. Third, in the communication: through English instruction, the quick response is observed in their classroom instruction among the students.

DISCUSSIONS

The result of this research would serve as bases of applying the attainable program for non-readers and slow readers not only in grade 7 level in Lipa City National High School but also to all grade levels in public and private elementary and secondary schools. This is to give early remediation to the students with reading problems. This is valuable to the students as it brings productive and interactive communication and comprehension in their studies, giving a better result in their academic performance. Likewise, among the administrators and teachers, it reflects good feedback to the school itself.

KEYWORDS: Reading Problems, I READ Program

SUBMISSION ID: R04A-BATANP-1030/ R04A-LIPAC1-0014

Conduct of Investigatory Project for Effective Science Teaching in the Elementary Grades

Vicky Alday, Department of Education, Rosario West Central School

Abstract

INTRODUCTION
Science as a subject aims to help learners gain a functional understanding of concepts and principles related to real-life situations. However, there is still an unsatisfactory pupil performance in science despite the efforts of teachers to improve instruction. This study aimed at conducting an innovative science investigatory project in Chemistry that may be used to supplement science hands-on activities in the K to 12 curriculum, promoting the goal of science teaching to produce science literate and productive individuals.

METHODS
The descriptive method of research was used with a questionnaire as the main gathering data instrument. To get more valid responses and gather sufficient information, interview and documentary analysis were conducted. One hundred fourteen elementary science teachers of Rosario East and Rosario West Districts served as respondents of the study. Frequency, percentage, ranking, weighted mean, mean and Chi-square (x^2) test of independence were the statistical tools applied in treating the data.

RESULTS
The majority of the elementary science teachers were relatively young, female, married, with MA units, non-science majors, has been teaching for more than five years, attended science training, and has positive attitudes and interests in attending seminars relevant to investigatory projects. They are creative and committed to helping students discover different science concepts, have the initiative to improve laboratory tools to solve problems on the inadequacy of resource materials, encourage their learners to be involved in investigatory projects, and are willing to train their pupils. Further, the age of the science teachers, their educational qualifications, area of specialization, number of years in teaching science, and science training activities attended have significant relationships with their interests and attitudes, while sex and civil status do not correlate. Investigatory project in science was described by the teachers to be evident in terms of its objectives, requirements, criteria, and importance. The major constraints identified in participating in investigatory project activities were the lack of budget, lack of laboratory room, inadequate laboratory tools, apparatuses, and equipment, limited time in finishing the project, unavailability of resources, and lack of training for science teachers.

DISCUSSIONS
The proposed innovative science investigatory project may be used as a strategy and science intervention material for teaching science effectively in grades four to six in the K to 12 science curriculum. This involves the use of scientific methods within a specific area of investigation of inquiry. This may be conducted by teachers and students in life science and applied science categories, and they may actively participate in a science fair.

SUBMISSION ID: R04A-BATANP-1571

**Conduct of School-Based Feeding Program in an Elementary School:
Basis for Action Plan**

Virnalisa Maranan, Pulo Elementary School, City Schools Division of Cabuyao

Abstract

INTRODUCTION

This study was conducted to explore the experience of the teachers in conducting the School-Based Feeding Program during the School Year 2018-2019 of Pulo Elementary School. An action plan will be developed as an offshoot of the study.

METHODS

Descriptive research design was used in the study. 6 teachers of Pulo Elementary School served as respondents of the study. They were the teachers assigned with the ancillary task of supervising and conducting the feeding program. The interview was conducted and then transcribed to identify their experiences during the 120-day feeding program to the 230 pupil beneficiaries. Data from reports were also utilized to determine the actual attendance of beneficiaries, procurement of supplies for the program, and liquidation of the funds.

RESULTS

The result of the study showed that the feeding program was satisfactorily compliant to standards. The attendance of the beneficiaries has an average of 84% per month or 184 pupils were regularly fed. A total of 46 pupils failed to attend the feeding program which resulted in non-improvement of their nutritional status. The supplies are weekly ordered and delivered by the supplier. The funds were liquidated on time every 20 days.

DISCUSSIONS

This study is an attempt to take part in the City Schools Division of Cabuyao's aim of providing quality service to its learners. However, the result of the study is true only to the identified participants. Thus, the continuation and improvement of the study are highly encouraged.

KEYWORDS: school-based feeding program, SBFP, feeding program

Confession of a Female MOOCers: An Autoethnographic Experience on Online Distance Learning offered by the University of Pennsylvania

Lea Cabar, Inosloban Marawoy Integrated National High School

Abstract

INTRODUCTION
The study "Confession of a Female MOOCer: An Autoethnographic Experience on Online Distance Learning offered by the University of Pennsylvania" aimed to discuss how teachers can have a free Teacher Professional Development using Online Distance Learning or MOOC (Massive Open Online Courses). It also shared the personal experience of the researcher who had finished online courses for her professional development and how she uses it in her classroom routines. In this study, it explored the gap of spending thousands of pesos in attending seminars and workshops versus the use of free online distance learning as a form of professional development for teachers.

METHODS
The study employed the use of autoethnography, a useful qualitative research method used to analyze people's lives. It is a tool that Ellis and Bochner (2000) define as "...an autobiographical genre of writing that displays multiple layers of consciousness, connecting the personal to the cultural". This was an approach to research and writing that seeks to describe and systematically analyze personal experience to understand cultural experience. The researcher used the tenets of autobiography and ethnography to do and write autoethnography. The participant of the study was the researcher herself.

RESULTS
The researcher herself identified how MOOC (Massive Open Online Course) works using Distance Online Learning. It also included how free online courses helped the researcher's needs for professional development especially in her specialization as an English Teacher. The research study acknowledged the use of MOOC in her profession and the researcher's integration in her Reading and Writing subject using the "English for Career Development" as a basis in her class. This research was delimited to the researcher's experiences during her recent course "English for Career Development" from the University of Pennsylvania. English for Career Development was a free course sponsored by the United States of America Embassy and RELO (Regional English Language Office).

DISCUSSIONS
This study provided an overview of the Massive Open Online Course (MOOC) and its benefits for teachers who are looking for quality and free Teacher Professional Development like training, courses, and workshops that are all using distance online learning. Thus, it highlighted how the researcher's personal experiences as a female MOOCer contributes to her career as an English educator.

KEYWORDS: distance learning, online courses, teacher professional development, career development, massive open online courses, MOOCer

Conflict Management Styles among Secondary School Heads of the First District of Surigao Del Sur

Randy Diesto, BSP

Abstract

INTRODUCTION

Resolving conflict becomes so tricky. School heads tend to emphasize that their subordinates or school heads from other schools are better than or different from other school heads. This research was undertaken to further improve the school relations and management especially among the secondary schools in the first district of Surigao del Sur.

METHODS

33 school heads participated in the study. The correlational research design was used to find out what profiles of the school heads significantly influence their conflict management styles. The Pearson product moment correlation was the statistical method used to measure its degree of relationship.

RESULTS

The findings revealed the following: the majority of the school heads in the secondary schools of the first district of Surigao del Sur are female and 51- 60 years of age; 76% were married and the majority finished their master's degree. The female respondents were more likely to use avoiding conflict management styles than males. School heads of age 51-60, the majority were married and master degree holders with 21-30 number of years in service practicing avoiding style in dealing with conflict. There was a negligible correlation and has no significant relationship between the conflict management styles; and sex, age, civil status, educational attainment and number of years in service of the school heads.

DISCUSSIONS

The conclusions were: respondents are all capable of handling conflict at their respective schools and in resolving conflict in the workplace. Most of the secondary school heads of the first district of Surigao del Sur were exercising avoiding conflict management style; sex, age, civil status, educational attainment and number of years in service do not greatly influence the conflict management style of the respondents. The recommendations were: the collaborating conflict management style must be used by school heads as a measure to have a good, effective and appropriate strategy in managing conflict to develop a sound school relations and management; school heads must act to the different conflict situations rather than ignoring and avoiding them; school heads must settle immediately conflict at the lower or school level than waiting for conflict unresolved that will lead to factions of subordinates; school heads should attend training related to content and strategies in dealing conflict; school must create a School Grievance Committee and maintain good working relationship and harmonious working environment in school.

KEYWORDS: Conflict and Conflict Management Styles

SUBMISSION ID: R013-SURSUR-0204

Conjunc-Prepo: An Intervention in Enhancing Grade 9 Learners' Language Proficiency

Gloria Villa, Moreno Integrated School

Abstract

INTRODUCTION
In Moreno Integrated School, grade nine students are having difficulty in dealing with conjunctions and prepositions. Chances are, in the ordinary writing activities that they had, they find confusion on the use of the said parts of speech. With the view that language is an important tool to express ideas and views, the need to find more ways to teach conjunctions and prepositions the easy way is realized.

METHODS
This study used descriptive-developmental research. There were 168 Grade 9 students who attained a score lower than 35 out of 50 items were purposely involved in this study. An intervention was done after the result of the test is revealed. The participants used the material for a particular time before the same test was administered to them again. Frequency count and percentage technique were used in determining and comparing the result of the test administered in this study.

RESULTS
On the status of the 166 participants, it was found that the pre-test result was only 2,459 and had a mean of 14.64. The MPL, on one hand, was computed 29.26. Afterward, the researcher designed an intervention named "Conjunct-Prepo: An Intervention in Enhancing Grade 9 Learners' Language Proficiency". As to the post-test result, this resulted in a total score of 4,937 and a mean of 29.79. Thus, the MPL computed arrived at 59.58

DISCUSSIONS
If one would base at the pre-test result, it can be seen that a total of 2,459 was computed while the post-test arrived at 4,937. This made a difference of 2,478. The MPL of the pre-test, on the other hand, was computed 29.27 while the MPL based on the post-test result arrived at 59.58. This totaled a difference of 30.32. With these results, it can be said that in using the intervention, a big increase in the progress of the grade nine learners is mirrored.
It can be implied from the findings that teachers need to intervene with the difficulty of the learners to offer more learning. In using one's innovativeness in designing instructional materials, teachers are empowered to be more involved not only in one's teaching vocation but also of being a great help in the maximization of learners' ability.
It can now be concluded that teachers can draw effort to provide learners with the resources they need to learn and excel. If resources are scarce, alternatives can be utilized. In influencing the learners to change for the better, teaching struggles can lead towards the roads to success.

KEYWORDS: Intervention, Language Proficiency, Grade 9 Learners

SUBMISSION ID: R005-CAMNOR-0029

Conquering the Obstacles: Challenges Faced By Grade 12 Home Economics Students

Cendy Grace Boholst, PSHS

(Adviser: Philipp James Manila)

Abstract

INTRODUCTION

When the K-12 Program was established, another two years were added to the years spent in high school. According to Kelly Fontaine, a senior high school is a place where soft-skills or the attitude of each student is developed and trained form them to be more mature. However, Senior High School is not just another addition of experience. It was created with more subjects, similar to those of college-level along with major studies related to one's chosen course. These may lead to more struggles with students. With this, this study highlighted the challenges home economics students face as graduating students.

METHODS

This study utilized the phenomenological research design wherein records of lived experiences of people are used as data. The study employed the said method using the interview technique. This study had five participants who were chosen through purposive sampling.

RESULTS

From the data gathered and the results obtained, the researcher had come up with the following findings: The students faced different challenges on thesis or research writing, especially with reluctant cooperation of teammates, financial incapability, thoughts of forgoing due to build-up of problems in the surrounding environment, leading to negligence of the students' selves. But due to different factors namely motivational influences, the aid of teachers, prioritization, benefits, and advantages of research writing such as encouragement to oneself, growing maturely, dealing with conflicts, and conquering the urge to quit, the students were able to cope with the obstacles.

DISCUSSIONS

Based on the findings of the study, the following conclusions were drawn: students find a thesis or research writing to be one of the most challenging obstacles they have faced, due to lack of knowledge, absence of teachers, and reluctant cooperation of teammates. Also, because of the overwhelming number of activities and projects, the students have started to neglect not only themselves but also their surrounding relationships. The school fees due to extra-curricular activities, laboratories, and projects had led to additional financial needs of the students. It can also be concluded that the concern of people around them and their passion to succeed and reach for their dreams has taken a huge role in the coping against the challenges they have faced as Grade 12 Home Economics students.

KEYWORDS: home economics students, senior high school, student challenges

SUBMISSION ID: R04A-CABUYA-0027

Consequences of Online Game Addiction on the Studies of Grade 11 Students

Sherina Palita, GMATHS

(Adviser: Charisma Gredona)

Abstract

INTRODUCTION
The study tried to uncover the effects of online game addiction on the studies of the selected students of General Mariano Alvarez Technical High School.

METHODS
The study used the descriptive method of research. Questionnaires were used to gather the necessary information and a follow-up interview was conducted to the respondents. There were only six respondents randomly identified with one from each grade.

RESULTS
The result of the study showed that playing online games affected the studies of the respondents in a way that they don't have time to do their tasks in school. The study also revealed what the respondents feel while playing online games. Most of the respondents feel relaxed, entertained, satisfied and happy. Most of the respondents believed that their reading comprehension skills were developed while playing online games. The study also showed peer pressure as an influencing factor why one of the respondents become addicted to online games. Having a PC in the house was found out to be a contributing factor.

DISCUSSIONS
Online games are addictive as revealed in the study. They have both positive and negative effects on student performance and development as shown in the responses of the participants. Proper guidance and monitoring played a very important role so that negative effects can be avoided.

KEYWORDS: CONSEQUENCES, ONLINE GAMING, ADDICTION, STUDENT, HIGH SCHOOL

SUBMISSION ID: R04A-CAVITP-0674

COnsequential and Specific Mechanism towards Instructional Competence (COSMIC): A Schematic Structure in Teaching Elementary Science

Rowena Ermita

Abstract

INTRODUCTION

This study was done to look into the impact of teachers' teaching style through the utilization of a specified schematic structure in teaching elementary Science. Specifically, a consequential and specific mechanism towards instructional competence was used to enhance teachers' competency among the purposively selected Science teachers in the Municipality of Amadeo.

METHODS

The respondents of this study are the Elementary Science teachers composed of 31 purposively selected teachers out of the 10 schools in the Municipality of Amadeo. Each respondent will be observed using the suggested schema in teaching the lesson. A schematic structure relevant to the development of the lesson were distributed to the respondents for their utilization in teaching the selected learning competencies in Elementary Science.

RESULTS

To determine the impact of COSMIC (Consequential and Specific Mechanism towards Instructional Competence) as a schematic structure in teaching Science, teachers were observed and rated as to their effectiveness in the teaching-learning process through the use of Classroom Observation Tool and rating sheet. The proficiency level of the learners served as the indicator of success in the delivery of the learning competency. 31 out of 31 (100%) respondents fall under Highly Proficient upon the utilization of the structured schema in teaching Science. It was evident by the remarkable Index of Mastery of the learners in their daily lessons.

DISCUSSIONS

This study focused only on a specific scheme were teachers were observed following the suggested structure. Otherwise, other means and structural design in teaching can be utilized by the teacher as the need arises.

KEYWORDS: Schematic structure, active learning performance, consequential, instructional competence

SUBMISSION ID: R04A-CAVITP-1314

Consolidated Item Analysis for the First Periodical Test: A basis for making review material

Amelita Sale

Abstract

INTRODUCTION

This paper presents a Consolidated Item Analysis of First Periodical Test in Grade 10 Science which will be used as a basis in making a review material. The most important part of the assessment is the interpretation and use of the information that is gleaned for its intended purpose through item analysis. Item Analysis provides statistics on the overall test performance of individual students, helps teachers diagnose student's mastery, provides information to topics that might be least understood by students, and examines student response to individual test questions to assess learning. During the quarterly exams, there are some skills not mastered by the students. This motivated the researcher to make a review material which will be of great help for remedial instruction.

METHODS

This study was composed of respondents from 645 Grade 10 students who are currently enrolled in Dacanlao Gregorio Agoncillo National High School. The respondents will serve as the variables for the research study. To achieve the main goal of the research study, the researcher made use of data gathering instruments like test scores. A pilot test will be administered to the student-respondents. The scores will be tallied and interpreted by the researcher to determine the mastered and least mastered skills. The skills and competencies not mastered by the students were used to make a review material.

RESULTS

Based on the consolidated item analysis of the first periodical test in Grade 10 Science, the following competencies were mastered by the students: to describe the distribution of active volcanoes, earthquake epicenters and major mountain belts; describe the different types of plate boundaries; explain the different processes that occur along the plate boundaries; and describe the internal structure of the earth. The least mastered competencies were to describe the possible causes of plate movement and enumerate the lines of evidence that support plate movement.

DISCUSSIONS

It was suggested by the researcher that science teachers should allow remedial teaching to help students with difficulties in learning. A Review material was made to address the least mastered skills of the students. It was appropriate to use intervention material instead of review material in remedial instruction to get much better results.

Constraints of Science Teachers of Padre Garcia District in Participating in Science Investigatory Activities

Mary Rose Matibag, San Felipe ES, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION
This action research was undertaken to assess the constraints of science teachers of Padre Garcia District in participating in Science investigatory activities.

METHODS
This study used the descriptive survey method. A questionnaire was used to determine the extent of constraints of science teachers of Padre Garcia District in participating in Science investigatory activities.

RESULTS
The data obtained from the study were analyzed by using content analysis method. The research data were coded respectively. Some of the main problems that should be overcome for a sustainable and proper science education are: lack of experts to assist pupils in the conduct of science investigatory project; lack of skills in conducting investigatory project; no specific laboratory room for the conduct of the study; inadequate laboratory tools, apparatuses and equipment and availability of resources.

DISCUSSIONS
It is on this premise that the study was conducted to come up with the proposed strategies or plans to minimize, if not eradicate constraints of science teachers in participating in science investigatory activities.

KEYWORDS: INVESTIGATORY PROJECT

SUBMISSION ID: R04A-BATANP-0108

Construction of Research Guidelines in Senior High School (Pagbuo Ng Gabay Sa Sulating Pananaliksik Sa Senior High School)

Alvin Metrillo, Mataasnakahoy Senior High School

Abstract

INTRODUCTION

This study focused on developing research guidelines in senior high school. It also focuses on determining the level of readiness in research work from topic selection to organizing summarization, conclusions, and recommendations. Also, the study intends to determine the overall level of readiness and problems experienced by students in research.

METHODS

The researcher used the Descriptive Survey Research Design. The questionnaire is the main instrument used in gathering data and obtaining information to determine the level of readiness of students. Focus group discussion (FGD) and the interview have also been made to distinguish the overall level of readiness for teachers' assessment. The total number of study participants was 134 students from the strand of Science, Technology, Engineering and Mathematics (STEM) and Accountancy, Business and Management (ABM) and 22 teachers who are teaching research in the District of Mataasnakahoy.

RESULTS

Based on the outcome of the study, the overall level of readiness of students in the research work was sufficient but there is still the need to use research-guide. Out of seven research activities, three of them are insufficient readiness: 1) presentation of tentative framework, 2) use of various instruments in data gathering procedure, and 3) selection of topic. The obstacle that students are experiencing problems in the development of a research paper including searching of related literature and studies, gathering data without proper citation, and having confusion in the step-by-step parts of research. As a result, the researcher developed a research-guide that teachers and students can use to develop and improve the development of the work.

DISCUSSIONS

The results demonstrate and recommend to use the output of the study in research teaching, conduct other in-depth assessments, and appreciate the culture of research. It also suggests conducting a relevant study focusing on analyzing the research output of students using the rubric of research.

KEYWORDS: Construction, Research Guidelines, Senior High School

SUBMISSION ID: R04A-BATANP-0006

Constructivism Approach in Teaching Ecosystem among Secondary Learners in Alternative Learning System in the Division of Batangas City

Aiza Mercado, San Agapito ES

Abstract

INTRODUCTION

The researcher is a volunteer ALS teacher in the Division of Batangas City who had researched the constructivism approach in the teaching ecosystem among secondary learners in the Alternative Learning System in the Division of Batangas City. In this field, it is necessary to study what strategy is suited to those kinds of learners; therefore, the teachers will determine the strategy that they are going to apply to their teaching process. To assess this problem, new innovative strategies are being used. Among these strategies, the constructivism approach is one that may prove helpful in developing the basic skills of ALS learners. This study covered the used of the constructivism approach in teaching ecosystem. The output of the study was an instructional material.

METHODS

The descriptive method of research was applied using a lesson plan as data gathering instruments. There were 28 pupils in secondary learners in the Alternative Learning System in Division of Batangas City which became the respondents of the study. All of them were present during the presentation and discussion of the lessons. Thus, no sampling method was used. Frequency, percentage, and ranking were the statistical tools used in the study. It also utilized the construction of lesson plans, discussion, and administration of test and procedure.

RESULTS

The constructivism approach is an innovative strategy in which students construct their knowledge themselves through interactions with peers and correlating it with their previous knowledge. Its features and lessons were determined and were applied in the teaching of ecosystems relative to relationships among organisms in an ecosystem; ecosystems and their components; and natural and man-made ecosystems. Thus, the performance of learners was determined. The learners had high performance in each lesson in the ecosystem using the constructivism approach based on the result of the formative test.

DISCUSSIONS

The result of this study determines the need to use the constructivism approach in teaching science topics like ecosystems. The proposed supplementary materials were graphic organizers, journals, and mock-up. A similar study may be conducted using another topic in Science and applying other strategies and conducting experimental research. The findings of the study will give them the idea that the constructivism approach can be used as a good teaching strategy in teaching science.

KEYWORDS: constructivism, science, ecosystem, innovative approach

Constructivist - Based Pre-Reading Activities of Elementary School Teachers: Basis for Enhancement of Reading Instruction for Intermediate Pupils

Lea Villegas, School English Coordinator, Pinky Recio, School Science Coordinator, & Imelda Malabuyoc, School Filipino Coordinator

Abstract

INTRODUCTION
Department of Education introduced and implemented different approaches in reading, yet teachers find difficulties in complying because they are confined in the traditional method which they think are effective in developing the reading ability of the learners. This study aims to determine the effectiveness of the Constructivist-Based Pre-reading Activities of Elementary School Teachers as a Basis for the enhancement of Reading Instruction for Intermediate Pupils.

METHODS
The researchers asked for the approval of the school head for the conduct of the study. The respondents comprised of seventeen (17) participants for the survey. The respondents were given a survey questionnaire which is composed of two parts. The data that were gathered were tabulated and analyzed. Mean and frequency was used to get the results. Each table with indicators was interpreted and discussed.

RESULTS
Elementary Teachers of Sta. Clara, Sto. Tomas Batangas employed a Constructivist-based Pre-Reading Activities as a basis for the enhancement of Reading Instruction of the pupils in the Intermediate level. With the support of different studies, the constructivism approach in the Pre-reading activities in class is of great help for the readers' comprehension and better understanding. The Use of Constructivism in Pre-reading activities develops positive attitudes on both the teachers and the learners. The result of the study will be forwarded to the school head for the intervention for the enhancement of the performance of the primary pupils and to make them better learners before they enter the intermediate level.

DISCUSSIONS
It is very evident that teachers do employ all the activities indicated such as: activating the background knowledge before they let their pupils read, making connections with literary and personal experiences, and letting the pupils making predictions about the book. All indicators fall in the "Employed" interpretation of the mean. This indicates that teachers must consider all the indicators as pre-reading activities in preparing the pupils in reading. These will be the basis of their reading enhancement as they enter the intermediate level.

KEYWORDS: Constructivist, intervention, 2C-2I-1R

SUBMISSION ID: R04A-BATANP-1469

Content and Conceptual understanding of Grade 4 pupils in Science: A remediation Worktext

Sheila Marie Dañez, 4th Congressional District Action Research

Abstract

INTRODUCTION

The study was pursued because of the concern regarding the students' inability to learn the contents and concepts in Science, thus things have to be done to improve the students' performance. Upon studying the struggle of the learners, the researcher sought to develop materials that will solve the problem and incorporate the students' primary language. This hypothesis leads to the development of Science worktext integrating Language 1 (Mother Tongue) and Language 2 (English).

METHODS

This action research used a quasi-experimental method of research. Content and concept assessment test, pretest, posttest, worktext, and questionnaires were the instruments used in this study. The respondents of the study were Grade 4 pupils of Bagong Silang Elementary School, Guinayangan, Quezon with a total of thirty (30) pupils. Also, the twelve (12) Science Elementary teachers served as the evaluator of the worktext. The statistical treatments used were the mean percentage score, t-test, and weighted mean.

RESULTS

The Grade 4 pupils obtained an overall mean percentage score of 26.495 on the assessment for content and conceptual understanding. The results revealed that grade 4 pupils have a low level of content and conceptual understanding. The significant difference between the posttest and the pretest was computed. The t-value was 11.576 which is greater than the critical value of 2.045. Thus, the null hypothesis which states that there is no significant difference between pretest and posttest scores of the respondents was rejected. Hence, the worktext is a useful instructional material in teaching that helps the Grade 4 pupils learn Science contents and concepts. The developed worktext is strongly accepted by the Grade 4 teachers in Guinayangan North District.

DISCUSSIONS

The developed remediation Worktext for Science is useful in improving pupil's content and conceptual understanding in Science. The study goes with the conclusions of Ilagan (2011), Aasaert and Braak (2014), and Selga (2016) that worktext and utilization of home language help pupils perform well in school. In spite of the results, the conclusions of the study may be strengthened by conducting the same study utilizing the true experimental method. Still, the output of the study may be utilized by Grade 4. Furthermore, the output may serve as a model that may be used for producing another science worktext that will utilize language 1 for other Grades.

KEYWORDS: language 1, mother tongue, remediation worktext, science

SUBMISSION ID: R04A-QUEZON-0089

Content and Pedagogy Evaluation of Public Elementary School Teachers: Basis for In-Service Training Program

Florencia B. Gloriani, Gina C. Bencito, & Myra Malimban, Department of
Education - Cavite

Abstract

INTRODUCTION

The purpose of this research was to evaluate the teachers' competencies on content and pedagogy of public elementary schools in the municipality of Gen. E. Aguinaldo to develop an in-service training program suited to the needs of the teachers, enhance their proficiency in teaching and improve the quality of learning among the pupils. The respondents were the seventy-nine (79) public elementary school teachers of the ten (10) elementary schools in the municipality of Gen. E. Aguinaldo.

METHODS

The researchers used descriptive observational method research design. The objective is to discover the teachers' competencies in content and pedagogy based on Instructional Supervision and the nature of the situation as it exists and identifies the causes. The descriptive method is used to gather information about the present existing condition. The focus of the study was on teachers' competencies in content and pedagogy of public elementary school teachers in the municipality of Gen. E. Aguinaldo, Division of Cavite Province for the school year 2015- 2016. This study included seventy-nine (79) teachers comprising 100 percent of the total number of teachers from ten (10) schools in the Municipality of Gen. E. Aguinaldo.

RESULTS

The salient findings of the study were the CB-PAST descriptive performance level of all ten (10) schools in the municipality of Gen. E. Aguinaldo, from the highest performance rating to the lowest is "Proficient". Tools for Instructional Supervision Form 3A on Content and Pedagogy as well as the Daily Instructional Supervisory Reports yielded the same results in the in-service training needed by public elementary school teachers in the municipality of Gen. E. Aguinaldo. Training seminars on "Utilization of technology resources in presenting the lesson" and "Making the learners interact more for them to be able to come up with the generalization of the lesson" were the ones which should be provided to teachers.

DISCUSSIONS

The researchers recommend the development of the In-service Training Program suited to the needs of teachers. An INSET for teachers to make their pupils "Answer in their own words at a desired cognitive level" should be established. The future direction of the research was 1. The development of educational policy environments - ICT-friendly policies, and adequate ICT accessibility and connectivity, and 2. Affordable, and sustainable use of ICTs in education.

SUBMISSION ID: R04A-CAVITP-0295

Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students

Wilbert Soriano, Naic NHS

Abstract

INTRODUCTION

Reading is essential for learning. It helps people uncover questions about their existence. It stimulates efforts to explore the mysteries of life (Romero & Romero, 2005) and helps people learn as they construct meaning in the process of making sense of the printed text (Gutierrez, 2013).

Without the mastery of reading skills, many significant life activities like reading the newspaper, reading directions, taking medicine or simply following cooking instructions and reading favorite books are lifeless. This study was designed to determine the influence of content schemata and awareness on reading strategies on the English reading comprehension of Grade 10 English as Second Language (ESL) students.

METHODS

The study was conducted in a public Grades 7-12 secondary high school situated at Naic, Cavite. The students' schema was assessed through a 20-item pre-questionnaire and their comprehension was measured using a 20-item post-questionnaire adopted from Jerry John's Informal Reading Inventory (IRI) 10th edition. Chi-square Test of Association and Pearson r were the statistical tests utilized.

RESULTS

English reading comprehension of the Grade 10 ESL students is on the level of 'independent' which correlates content schemata and awareness on reading strategies. The identified correlates also show no existing relation from one another in connection to the general comprehension levels of the ESL students. But these were significant in specific comprehension levels: awareness on reading strategies for independent level, content schemata, and awareness on reading strategies for instructional level, but none for frustration reading level.

DISCUSSIONS

The inquiry resulted in the actuality that the overall, general English reading comprehension of the Grade 10 ESL students is on the level of 'independent' which correlates content schemata and awareness on reading strategies. The G10 ESL students were mostly on an independent level in reading despite the 'low' level of content schemata. The fact that their awareness of their reading strategies was 'high' made them perform and execute even with 'lacking' of prior knowledge about the topics. The identified correlates (content schemata and reading strategy awareness) also show no existing relation from one another in connection to the general comprehension levels of the ESL students, therefore, they are separate mechanisms of reading comprehension.

KEYWORDS: Content Schema, Reading Strategies, Reading Comprehension

SUBMISSION ID: R04A-CAVITP-0959

Content Validity and Acceptability of a Developed Video Tutorial for Grade 7 in Science of Banisil National High School

Baldwin Jr Damonsong, Banisil National High School

Abstract

INTRODUCTION
Effective integrated science instruction requires a teacher who is fully committed to using innovative teaching methods, real-life tasks, a variety of assessments, and the ability to adapt instruction to best meet the needs of all students. None of these traits is present in isolation; instead, the teacher employs them in concert to create a learning environment that is rigorous, thoughtful, challenging, and innovative. A great K-12 science teacher engages students, uses multiple assessment methods, adjusts instruction like their goals, and makes a connection just like how teachers continually seek ways to connect the integrated science instruction to other subject areas and real-world experiences and have strong content knowledge.

METHODS
The study utilized the descriptive-correlational method in determining the validity and acceptability of the developed video tutorial and the significant difference between the evaluation of experts/teachers and the student-respondents. A quasi-experimental design was also used to find out if the video tutorial is effective in teaching the subject employing t-test for correlated/uncorrelated samples and t-test for independent samples.

RESULTS
As far as the validity of the video tutorial is concerned, the teachers and students registered a grand mean evaluation of 4.09 and 4.00 with an overall grand mean of 4.04, which means that the content validity as a whole is "very much valid". This indicates that the respondents strongly agreed that its different parts as to the Acceptability, Usability, Relevance, and Effectiveness are useful and related to the different topics included in the Science subject. This further indicates that the validity measures done by the assessors determine the students' knowledge, skills, and other attributes. This conforms to the findings of Gayagay's (2014) study on validating a learning package for Grade 7 Science.

DISCUSSIONS
The Video Tutorial's level of acceptability was determined by the teacher and student- respondents evaluating the different aspects as to acceptability, usability, relevance, and Effectiveness. The result of the evaluation is now presented. The teachers and students rated this with grand means of 4.09 and 4.00 respectively and an overall grand mean of 4.04. This indicates that both groups of respondents strongly agreed that the video tutorial met the criteria set and therefore rated as "very much acceptable".

KEYWORDS: Grade 7 Science, Content validity, developed video tutorial, descriptive-comparative, quasi-experimental design

Content Validity and Acceptability of a Video Tutorial in Science and Technology for Grade 8 Students in a Private Integrated School

Jecille Corpuz, Teacher

Abstract

INTRODUCTION

Today's students have different learning styles which were identified even a decade ago, and teachers are expected to do more than just to teach the curriculum (Banitt, J. et al., 2013). In today's classroom, teachers are experiencing "digital native" students. These students have grown up with technology and often are more proficient than the teacher. This is to investigate the effects of technology integration, specifically the usage of a video tutorial on the motivation and engagement of students in Science in the secondary classroom.

METHODS

The study employed the descriptive-experimental method in determining the validity of the video tutorial and the significant difference and between the evaluation of the three experts/teachers, as well as the evaluation of student respondents. The validator's questionnaire was used to evaluate the video in terms of Acceptability, Usability, Relevance, and Effectiveness. To test the video tutorial developed, the researcher determined its relevance, acceptability, and effectiveness through a quasi-experimental method.

RESULTS

The utilization of video tutorials as a means of instructional material showed a very high acceptability because of unbiased data allowing 0-5% of error that before the conduct of the study, the students' performance in Science 8 has shown no significant difference, whereas, after the conduct of the experiment, a manifestation of significant difference at the 0.05 level which got a t-value of -6.01 with 1.679 t-critical value was observed. Hence, the students' level of acceptability has shown a very much acceptable description with a grand mean of 4.70.

DISCUSSIONS

The use of video tutorials in Science 8 was studied. It evaluated the validity and acceptability of the developed video tutorial. It found no significant difference in the pretest and significant difference in posttest performance between groups. The study utilized the descriptive experimental method in determining the validity and acceptability of the video tutorial among three expert validators and students. A quasi-experimental design was also used to find the effectiveness of the video in teaching the lesson using the t-test for samples. A video tutorial was used to determine the acceptability and validity of the results. There is a significant difference between the results of experimental and controlled groups. Therefore, the utilization of video tutorials is an effective tool in teaching a subject matter in developing the students through different learning styles.

KEYWORDS: Content Validity, Acceptability, Video Tutorial in Science, Development

Context Analysis in Word Problem in Physics of Grade 10 Students: Uncovering the Difficulties through Learning Aid Module

Bryan Ruedas, Secondary School Teacher II

Abstract

INTRODUCTION

Problem-solving is oftentimes viewed as "the way to learn Physics". It is believed that working with problems gives students a structure wherein concepts and principles contained in the course material are reviewed. However, in spite of this belief, the problem solving will promote a better understanding of Physics; many students of Physics still continue to show poor performance in problem-solving. This research study aimed to determine the causes of difficulties in solving word problems in physics and the development of the learning aid module. Specifically, it sought to determine the cause of difficulties in solving word problems in terms of organization of ideas, vocabulary word, content presentation, adequacy of concepts and illustrations; develop learning aid module to enhance the problem-solving difficulties in physics.

METHODS
The study utilized descriptive and experimental method to determine the causes of difficulties in solving word problems in physics and development of learning aid module. The pretest and posttest served as main sources of data to determine the effectiveness of the learning aid module in Physics as a performance-enhancing tool for students. To determine the respondents' students' level of acceptability of the learning aid module, a questionnaire was used.

RESULTS
There are five common causes of difficulties in solving word problems in Physics. The organization of ideas, vocabulary words, and content presentation. Furthermore, adequacy of concept and illustration. The respondents, therefore evaluate that vocabulary word with the highest weighted mean implies that the learner has difficulty in understanding the context, analyzing the questions and comprehend the problem-solving in Physics. Hence, the vocabulary is the most common cause of difficulties in solving word problems in physics; the developed learning aid module for students. is ready for use; developed a learning aid module is an effective tool for the reinforcement in difficulties in solving word problems of students in Physics.

DISCUSSIONS
The results demonstrate the difficulties of students in answering word problems in physics. The teachers might adapt the developed learning aid module for students in reaching their learning needs in solving word problems in Physics. Since the material covers only about electricity and magnetism. It may also be developed to enhance learner's scholastic achievements in Physics. The module uses localization as a means of understanding the word problem in physics.

KEYWORDS: context analysis, learning aid module, word problem, Physics

SUBMISSION ID: R04A-QUEZON-0093

Contextual Mastery Learning Materials in Teaching the Least Mastered Competencies in Grade 7 Science

Babylyn Virey, Science Educators Association in Laguna (SEAL)

Abstract

INTRODUCTION

The primary concern of this study was to assess the Contextual Mastery Learning Materials in teaching the least mastered competencies in grade 7 science for the 2nd quarter. In this study, 100 students were purposely selected from grade 7 students studying in Talangan National High School S.Y. 2016 - 2017. They are those who got 75% - 80% in science in the 1st quarter. They were chosen to identify if the Contextual Mastery Learning Resource Material can motivate them to do the activities thus understand the lesson.

METHODS

This study utilized the descriptive design specifically a developmental method of research to assess the effectiveness of the Contextual Mastery Learning Material in teaching the least mastered competencies in grade 7 science for the second quarter. A 30 item multiple choice test was given as a pre-test and a post-test. It measured knowledge, comprehension and analysis skills. The selected students and the science teacher experts validated the Contextual Mastery Learning Materials as to accuracy, clarity, adaptability, efficiency, appeal and graphic design.

RESULTS

Most of the respondents were ages twelve (12) and thirteen (13), whose grade in Science in the 1st Quarter is seventy-five percent (75 %), who enjoy sports and learn better in visual; The pretest scores revealed that the respondents have least mastered the competencies in terms of comprehension skills and have not mastered in analysis skill; While in the post-test scores revealed that the respondents have nearly mastered the competencies in terms of comprehension skill while having least mastered in analysis skill; Both the science teachers and the students assessed the Contextual Mastery Learning Materials to accuracy, clarity, adaptability, efficiency, appeal and graphic design as highly effective; And there was a significant difference between the pre-test and post test score of the respondents

DISCUSSIONS

There was a significant difference between the pre-test score and the post-test score of the respondents exposed to the Contextual Mastery Learning Material as to knowledge skills, comprehension skills, and analysis skills. Science teachers may consider the Contextual Learning Resource Material as supplementary material in the teaching-learning mastered competencies. They may be encouraged to produce this learning material guided by the least learned competencies suited to the learning capability of the students to facilitate the learners to master the science competencies.

KEYWORDS: learning style, least mastered competencies, contextual mastery learning material

SUBMISSION ID: R04A-LAGUNA-0009

Contextualization and Localization of Materials in Classroom Instruction of Elementary Schools in San Miguel Island

Jeffrey Sape, Department of Education

Abstract

INTRODUCTION

This study looked into the contextualization and localization of materials in classroom instruction of public elementary schools in San Miguel Island, Tabaco City for School Year 2017-2018. Specifically, the contextualized and localized materials used in the different learning areas ,the level of effectiveness of the contextualization and localization of materials in classroom instruction along the different learning areas,the problems met by the teachers in contextualizing and localizing materials in teaching and the plan of action to be recommended to enhance the contextualization and localization of materials of teachers in classroom instruction.

METHODS

This study employed the descriptive method of research adopting the survey type design and was assessed using a survey- questionnaire.
The main source of data was the 62-grade I-VI permanent teachers of the six elementary schools in San Miguel island. The data collected were transformed into tables for analysis and interpretation.

RESULTS

In light of the findings and conclusions of the study, Teachers should continue to contextualize and localize the teaching materials in classroom instruction in all of the learning areas. The school administration and the teachers should collaboratively work hard in sustaining and developing the Effectiveness of Contextualization and Localization of Materials in teaching instruction. In order to lessen, if not eradicate the problems met in contextualization and localization of materials in teaching instruction, the plan of action proposed by the researcher may be used to enhance the use of contextualization and localization in classroom instruction.

DISCUSSIONS

Teachers can contextualize and localize teaching materials in different learning areas. In general, the use of contextualized and localized materials is effective in classroom instruction. The problems met by the teachers in the contextualization of teaching materials in classroom instruction are the lack of fund resources, lack of time, unavailability of materials, lack of support from the community, cultural diversity, geography, the unfamiliarity of the place, lack of support from the school head and lack of support from co-workers. A plan of action is proposed to enhance the contextualization and localization of teaching materials in classroom instruction.

KEYWORDS: CONTEXTUALIZATION,LOCALIZATION

SUBMISSION ID: R005-TABACO-0049

Contextualization of Selected Lessons in Filipino Using Popular Culture

Maurine Shara Acelar

Abstract

INTRODUCTION

One of the major concerns of the educators nowadays is to get the interest and hook the pupils to learning. Pupils are actively engaged in the process which calls for careful planning of the daily tasks. Innovative instructional approaches and techniques should be considered to ensure that pupils become successful learners.

Popular culture is the term used to denote trends. It is all about anything nice and acceptable to the most number of people. It could be technology, food, mode of dressing, music, game, personalities and etc. Relating it in the field of education, this can be helpful not only in the selection of appropriate methods and teaching styles but for the added learning of pupils a swell. General concern about the teaching process has been evident in the past years. Popular of which is the contextualization of selected lessons in Filipino.

METHODS

Using the descriptive method, the research aimed at conducting a needs analysis, craft a contextualized instructional material and determine its acceptability level. Weighted mean was used as the main statistical tool while t-test for dependent samples was employed to ascertain any significant difference between the pretest and posttest scores of the learners before and after the use of contextualized instructional material using popular culture.

RESULTS

Indicated in the result of the study that there is a significant difference in the outcome of the pretest and posttest scores of the learners. An increase in the scores after the use of contextualized instructional material using popular culture is evident.

DISCUSSIONS

Based on the aforementioned findings, this will provide insights on the use of popular culture as a baseline data for contextualizing lessons in Filipino. Also, it could be a basis for developing instructional material in other subjects. This study would be of great help to pupils in terms of academic achievement since the materials, tasks are developed according to their line of interest and experiences.

KEYWORDS: contextualization, Filipino, instructional material, popular culture

Contextualization of Teacher-Made Learning Materials Thru School to School Partnership, its Impact in the Performance of Pupils in Mathematics

Susana Casalme, Calangay Elementary School

Abstract

INTRODUCTION

A teacher made resource is a type of instructional material. These include anything that teacher creates, like handouts, worksheets, tests, quizzes, and projects, Many of these are used for assessment in the classroom which is determining the level of learning on any given topic.

METHODS

The descriptive survey method was used in this study, and descriptive means that a survey is made in order to discover how the teacher uses instructional materials and its impact on the performance of pupils and the word survey denotes an investigation of a field to ascertain the typical condition is obtaining. The researcher used questionnaires, observations, interviews, students' class work and other students' outputs for this study. The questionnaires were administered to know the impact of using teacher-made learning materials in teaching Mathematics.

RESULTS

Based on the findings of the study, the majority of the teacher-respondents belong to Teacher III position, between 36-55 age group and between 11-20 years in experience in teaching. Most of them handle more than 30 pupils in their classes. Most of the pupils need to improve their performance in Mathematics.

DISCUSSIONS

The study revealed that the following are impact in the pupils in using instructional materials; pupils are fond of listening if teacher uses colorful and varied instructional materials, they can easily understand certain activities, help the learners to remember the attention of the learners, they can be very useful in supporting the topic, they can clarify the relationship between materials, objects and concepts and abstract concept in Mathematics can be learned by means of concrete teaching aids.

KEYWORDS: Contextualization, Learning Materials, School Partnership, Performance

SUBMISSION ID: R04A-BATANP-0981

Contextualize Transition Program for Learner with Special Educational Need (LSEN) of Paaralang Sentral ng Mataasnakahoy

Maria Lina Sangrador, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

The purpose of the study aimed to determine the steps on how to modify the Department of Education prescribed transition program to learners with special education needs (LSEN) of Paaralang Sentral ng Mataasnakahoy. The study was guided by the following research questions about the current level of support of LSEN, the reasons of their parents in enrolling, the numbers of years they are enrolled and the LSEN skills have evident adaptation in the effectiveness of the program in teachers teaching delivery of the program.

METHODS

The study utilized the mixed-method approach of research; series of interview, observation, and floating of survey questionnaires have been the source of the information in doing this research.

RESULTS

Finally, the result of the inquiry could be a benchmark in having a transitioning program for Learners with Special Educational Needs (LSEN). Specifically, the following are recommended; parents' support in the continuity of training at home. This finding gives a new way of thinking about understanding the different skills of learners with special educational needs. Nevertheless, the research serves as a reflective reference among special education teachers to constantly re-evaluate the individualized programming and collaboration with parents.

DISCUSSIONS

The current level of support of LSEN, the reasons for their parents in enrolling, the number of years they are enrolled and the LSEN skills have evident adaptation in the effectiveness of the program in teachers teaching delivery of the program. Using the mixed-method approach of research, the findings reveal that there is a need for modification with the present transition program for LSEN. The result suggests that modification in the transitioning programs must be based on the individual's present level of performance, their level of support and age-appropriate activity. It is a need to consider their skills in developing them individually. Indeed, parents' support in the continuity of training at home is highly recommended. Nevertheless, the research serves as a reflective reference among special education teachers to constantly re-evaluate the individualized programming and collaboration with parents.

KEYWORDS: Contextualize, Learners with Special Educational Need (LSEN , Modification, Transition Program

SUBMISSION ID: R04A-BATANP-0359

**Contextualized Approach in Improving the Mathematics Achievement
of Selected Grade 10 Students**

Reynald Joseph Fonte, Department of Education – Bigaa INHS

Abstract

INTRODUCTION

Mathematics is still often perceived as an almost exclusively solitary activity, cut off from the problems of the real world and independent of technology. Furthermore, students find difficulty in relating the different concepts of mathematics in the real world. This misunderstanding affects teaching mathematics, students' academic performance and raise barriers to quality mathematics education for all. This study determined the effectiveness of a contextualized teaching approach in teaching/learning mathematics among junior high school students.

METHODS

This study used quasi-experimental research because it aimed to match the effectiveness of Contextualized Approach on the mathematics achievement of the students over the Problem-Based Teaching Approach. The researcher used a self-made module which was validated by experts in Mathematics education. This study utilized the quantitative method in comparing the pretest, formative test, and post-test of the two groups of Grade 10 students.

RESULTS

The pretest performance of the two groups of students was at a low level of performance as reflected by the same mean score. The result of the first and the second formative test of the comparison and experimental group implied that both groups of students were able to perform beyond the passing performance level. Regarding the comparison of the performance level of the two groups, the performance of the group of students under the Contextualized Approach was more promising than the performance of the group of students under the Problem-Based Teaching Approach. With regard to the post-test result, the comparison group got an average performance level and the experimental group got a high-performance level.

DISCUSSIONS

The results of the formative test and post-test of the comparison group and experimental group imply that the mathematics achievement of the students exposed to the Contextualized Approach was better than the mathematics achievement of the students under the Problem-Based Teaching Approach. This was supported by the mean difference and magnitude of mean difference which was interpreted as "very large", and was favorable to the performance of the students from the experimental group.

KEYWORDS: Contextualized Approach, Mathematics Achievement, Problem-Based Teaching Approach

SUBMISSION ID: R04A-CABUYA-0004

Contextualized Folktales and Community Narratives as Reading Skills Enhancers among the Select Students of Ungos National High School in Real, Quezon

Jaicelle Karen Taniegra, Department of Education - Quezon

Abstract

INTRODUCTION
This study aims to establish contextualized folktales and community narratives as a means of improving learners' reading levels in English. This is in lieu of the learners' difficulties in reading particularly in comprehending a reading passage, as evident in the results of the annually conducted reading test. Moreover, this paper intends to establish a connection between the learners' reading skills and culture through contextualized literature.

METHODS
This study made use of quasi-experimental design where the two groups' reading levels were pre-assessed and post-assessed after the experimental group's exposure to the intervention. The sample of the study comprised one section of forty-five students in the experimental group and another section with the same number in the control. This came from a population of Grade-10 students.

RESULTS
It has initially been found out that most students from both groups have difficulties in reading, with numbers of learners identified as having a "frustration" level of reading. The reading level of students in the control group remained as it was before; however, students in the experimental group, after the intervention, had significant improvements from "frustration" to "instructional" readers and from "instructional" to "independent".

DISCUSSIONS
There has been a host of studies in reading and various approaches have also been offered to solve existing problems in said competency. However, this study underscores that literature contextualization and community narratives bring in opportunities toward learners' maximum enhancement in reading. Reading difficulties are often attacked through academic intervention; whereas this research further establishes the intrinsic role of culture.

KEYWORDS: reading skills, contextualized literature, community narratives

Contextualized Instructional Materials in Science

Diwani Fermo, Buenavista-Cigaras Elementary School

Abstract

INTRODUCTION

The researcher observed that the learners are having difficulty in remembering the important terms, functions of the body systems, and other significant topics that are included in the different topics in Science within a quarter. She intended to use the Contextualized Instructional Materials in Science that served as a tool that helped the learners in remembering the important information on a certain topic.

METHODS

Contextualized Instructional Materials in Science are materials that the teacher used in teaching the learners like videos, manipulative materials and other localized materials that also helped the learners in performing activities through learning by doing.

RESULTS

The learners find it easier to understand the lessons of the day. They even had fun in performing different activities using the manipulative materials in the lessons. As a result, Contextualized Instructional Materials in Science has a significant effect in remembering the important terms, functions of the body systems, and other significant topics of the Grade 6 learners in terms of test results.

DISCUSSIONS

This research was designed to help the 153 Grade 6 learners of Buenavista-Cigaras Elementary School. The study is important because it helped the Grade 6 learners. In addition, it also changed their perception that Science is a difficult subject. The gathering of data started on July 2, 2018, and ended on January 11, 2019.

KEYWORDS: Contextualized, Manipulative materials, Instructional materials

SUBMISSION ID: R04A-LAGUNA-0308

Contextualized Intervention Activities in the Development of Mathematics Competencies for Grade One Pupils

Emma Cabatay, Department of Education, Teacher

Abstract

INTRODUCTION
Math helps children to develop the ability to think critically and solve problems. Both are integral to success in school and in life, but not all children learn the math skills they need to succeed. This study sought to examine the effects of contextualized intervention activities to enhance the performance of the learners by basing mathematics understanding on a range of different activities working with concrete objects, solving problems in daily life and describing mathematics concepts to help children with different learning styles and different needs learned effectively.

METHODS
The descriptive method was employed as the main gathering tool in obtaining facts needed. The researchers considered that this is the most appropriate method describes as a given state which is fully and carefully as possible. Hence, the researchers believed that this type of research design will give the pertinent result of the basis for the prevalent conceptualized intervention activities in visualizing and adding numbers with sums through 99 without or with regrouping. She made use of the pre and post-test assessment result in Math, interviews as data gathering instruments.

RESULTS
It is discussed on the performance of grade one learners in terms of mental ability, basic addition computation ability and solving ability. The problems encountered by the learners in performing the addition of two-digit numbers through 99 with regrouping were also assessed. It includes pupils' lack of interest to solve problems and lack of motivation and support from parents and guardians. These important factors served as the basis for the study and implementation of different teaching intervention activities in visualizing and adding numbers with sums through 99 without or with regrouping that will develop the mathematical competencies among the learners.

DISCUSSIONS
The output will be of great help to teachers to be able to utilize different intervention activities to develop learners' abilities and mathematics competencies. This serves as a review of evidence for developing the learners' ideas for the improvement of mathematical skills which can be done by the teachers who utilized the contextualized intervention activities that is appropriate for the learning capability of each learner and applying new techniques where they are able to allocate more cognitive resources for comprehension of the problem test rather than for understanding the language in answering the mathematical problems.

KEYWORDS: contextualized intervention activities, mathematics competencies

SUBMISSION ID: R04A-BATANP-1914

Contextualized Materials on Grade 5 Pupils' Performance in Mathematics

Maria Liza Datoy, Department of Education

Abstract

INTRODUCTION
Instructional materials have long been recognized by many educators as an effective means of improving students' learning. Through the use of instructional materials in mathematics, pupils can work in their own way. They will have a better knowledge of what to learn based on the objectives and summary contents. In the school where the researcher currently teaches, the students' manifest varied types of difficulties in the different learning areas in Mathematics, more particularly in number and number sense. It is this observed phenomenon that prompted the researcher to determine the effectiveness of contextualized learning materials for Grade 5 Mathematics.

METHODS
The study will utilize a quasi-experimental method of research which intends to utilize a single group of participants to be composed of 50 pupils. The contextualized learning material for Grade 5 Mathematics contains the least learned competencies and content standards of Numbers and Number Senses (K to 12 Curriculum Guide for Grade 5 Mathematics. It utilized 40 Grade V pupils identified in the pre-test as least learners of the said competencies. The material was utilized in nine (9) sessions and the post-test was administered thereafter.

RESULTS
The pre-test was conducted and yielded MPS of 45.425 (SD=1.517). A contextualized learning material was developed and used among the least performers. The results of each formative test yielded above 50% MMPS. The post-test yielded an MPS of 54.9 (SD=1.277). The t-test static of 30.220 which is higher than the critical value of 1.991 (df=78) yielded a p-value of 0.000.

DISCUSSIONS
The item analysis based on the result of the pre-test suggested that the least learned competencies are: "Reads and Write Numbers" ; "Rounds Numbers" ; "Find the common Factors" ; "Find the Common Multiples and LCM" ; "Multiplies a fraction and a Whole Number" ; "Give the place value and the value of a digit" ; "Compares and arranges decimal numbers decimal numbers" ; "Solve routine or non- routine problems" ; and "Visualizes the ratio of two given number" . The results of the formative tests suggest improvements in learning. The result of the t-test showed a significant difference between the performance of the pupils before and after the utilization of contextualized learning material for Grade V pupils. Therefore, its reproduction and utilization is recommended.

KEYWORDS: contextualized, performance, instructional materials

SUBMISSION ID: R04A-CALAMB-0206

Contextualized Session Guides in Learning Strand 5 for Lower Elementary of Als K to 12 Basic Education Curriculum

Armelinda Palo, Department of Education - Batangas Province Division

Abstract

INTRODUCTION

The study aimed to describe the existing teaching guides used by ALS teachers of Department of Education Batangas Province and its effectiveness in developing concepts and transferring skills to out-of-school children, youth and adults (OSC/Y/A) was also determined. The effectivity of the existing session guides in the teaching-learning engagements for the ALS learners was likewise, considered. The problems met in the use of teaching guides were explored, with the end view of developing a contextualized session guides in Alternative Learning System (ALS) K to 12 Basic Education Curriculum of Learning Strand 5 for lower Elementary.

METHODS

The study utilized the descriptive research design with researcher -constructed questionnaire as the main data gathering instrument complemented by focus group discussions and interviews. Responses were gathered among 71 ALS teachers from 37 districts in the Division of Batangas. The statistical tools used were frequency, weighted and composite means.

RESULTS

The findings revealed that the respondents concurred that the existing teaching guides were unavailable as per current ALS K to 12 Basic Education Curriculum, for the Learning Strand 5-Lower Elementary. The respondents strongly agreed that the existing session guides for ALS - Lower Elementary has not been evident. It needs to be contextualized to help learners and teachers to be actively engaged in the teaching-learning activities in providing for every opportunity to learn and relearn the competencies as part of the major changes in the educational system.

DISCUSSIONS

It was recommended that the ALS session guides in Learning Stand 5 - Expanding One's World Vision for Basic Learners be used in the delivery of instruction and be subjected for future review or enhancement prior to implementation. Proper consultation among instructional supervisors, looking into the individual components of the session guide may also be conducted to address the problems met. Lastly, similar studies may be conducted on the other criteria to determine the effectiveness of the session guide for ALS individual-learners.

KEYWORDS: Alternative Learning System

SUBMISSION ID: R04A-BATANP-0021

**Contextualized Supplementary Instructional Materials Towards
Students' Enhanced Learning in Physics for Grade 7, 8, and 9**

Mariane Alleta, Department of Education

Abstract

INTRODUCTION
Physics is everywhere, but as fascinating and amazing as it is, society still cannot seem to grasp the true essence of its nature, especially high school students. Understanding the complexity of the situation, the researcher, desired to help and searched for ways to overcome the challenge. Hence, the researchers decided to conduct a study in an attempt to contextualize an instructional material that would facilitate the learning of the learners.

METHODS
The descriptive method of research was used with the survey questionnaire as the data gathering instrument. The respondents were the 16 high school science teachers and 11 experts from Districts I and II, Division of Antipolo City. After gathering the questionnaires and tabulating the responses, the data were statistically treated using ranking, weighted mean, and t-test then analyzed and interpreted.

RESULTS
The study revealed that high school science teachers Strongly Agree with the given indicators for evaluating the contextualized supplementary instructional materials in terms of Organization, Clarity, Comprehensibility, Appropriateness, and Usefulness as indicated by their overall weighted mean of 4.21. Meanwhile, the experts evaluated the developed supplementary materials as Agree with an overall weighted mean of 4.17, and that there is no significant difference between the evaluations of the High School Science Teachers and the Expert respondents based on the given criteria which mean that most of the activities can be performed at home without assistance from the teacher. Hence the respondents suggested that more physics and science lessons should be made in context with real-life situations.

DISCUSSIONS
The results show that there is no significant difference between the evaluation of the two groups of respondents in the contextualized supplementary instructional materials towards students' enhanced learning in physics for grades 7, 8 and 9. This implies that the two groups of respondents agreed that the contextualized supplementary instructional materials are acceptable based on the given criteria and should be used as a model in contextualizing other science lessons.

KEYWORDS: Contextualized, Instructional Material, Physics, k-12

SUBMISSION ID: R04A-ANTIPO-0030

Contextualized Take Home Reading Material in Mother Tongue to Develop Decoding Skills of Grade I Pupils

Irene A. Cafe, Mamis Elementary School

Abstract

INTRODUCTION

The capability of pupils to decode letters and words into its printed form was an indicator of their success in school. In the context, Mamis Elementary School found out that the Grade I pupils encountered difficulty in decoding based on the result of their pretest in Early Grade Reading Assessment (EGRA). The pupils claim they were lack of reading materials at home and not interested in reading. Hence, in order to address this problem, the researcher came up with an intervention that was suited to respond to the pupil's learning needs.

METHODS

A pretest was conducted to 13 Grade I pupils. Nine of them underwent the intervention within six (6) months. The reading material was composed of 15 lessons which will be given to the pupils one lesson at a time. When it will be mastered by the pupil, the next lesson will follow. Thereafter, a posttest in EGRA was conducted to test whether the intervention contributed to the development of decoding skills of the pupils.

RESULTS

An EGRA posttest was conducted to evaluate the effectiveness of the reading material. The result showed that there was a great development of pupils decoding skills. The pupils were found out to perform positively after the intervention was given. Eighty-nine percent (89%) of them were able to decode in Mother Tongue after the intervention was given. The result further showed that the help of parents in teaching their children learn to decode at home was a great factor that contributes to the decoding skills of the pupils.

DISCUSSIONS

The intervention contributed to the success of pupils in decoding. With the help of their parents at home, they were able to achieve a remarkable score in their posttest in EGRA. Thus, the intervention was effective in helping the pupils to develop their decoding skills.

KEYWORDS: Contextualized, Reading Materials, Decoding Skills

Contextualizing Creative Writing through Gala (Globetrotting and Local Adventure)

Maria Muriel M. De Roxas & Merly M. Macatangay, San Pascual Senior High School 1

Abstract

INTRODUCTION
The current academic shifts in the Philippine education entails the utilization of innovative, up to date and effective teaching pedagogy and strategies that suit the diverse learning styles of the students. Tantamount to the changes in the needs of the current teaching standards is the shift of the attitudes and perceptions of students to the field of creative writing. With this fact, the researcher finds it relevant to study the use of local travel as a tool to teach creative writing and post possible ways on how to adapt with the difficulty in crafting a literary work. Thus, this paper entitled CONTEXTUALIZING CREATIVE WRITING THROUGH GALA (Globetrotting And Local Adventure) seeks to utilize local travel as a tool to teach Creative Writing and enhance the student's writing skills.

METHODS
A descriptive qualitative research design was used which aimed to identify the existing phenomena on creative writing of the senior high school students of San Pascual Senior High School 1. The respondents of the study were the senior high school students of SPSHS1 who were identified based on the following criteria: a. they belong to the locale of the study, b. they are HUMSS students taking Creative Writing as a specialization subject. A survey questionnaire was used to gather data and information. Writing and composition activities were also given to the respondents and were evaluated based on the set criteria.

RESULTS
Being heuristic in nature, this study encourages students' independent writing capacity through GALA, an out-of-the-classroom experience, and localized writing endeavor as they were immersed in the culture and the realm of the place. It was also found out that they positively agree that local travel can enhance their creative writing skills and there was also a significant difference between the grades of their outputs before and after using local travel to teach CW. Therefore, an action plan is proposed to more significantly utilize the local travel in the senior high school set up specifically in HUMSS specialized subject, Creative Writing.

DISCUSSIONS
The data collected from this study showed that the respondents positively agree that local travel can enhance their creative writing skills. Therefore, an action plan is proposed to more significantly utilize the local travel in the senior high school set up specifically in HUMSS specialized subject, Creative Writing.

KEYWORDS: Creative Writing, Local Adventure

SUBMISSION ID: R04A-BATANP-1973

Contextualizing Teaching Mathematics Towards Optimizing Student Learning Outcome

Ruby Zosima, Department of Education - Cavite

Abstract

INTRODUCTION

Mathematics is one of the learning areas that pupils found it hard to understand and master its concepts. Mathematics encompasses the body of knowledge, skills, and procedures that can be used in a rich variety of ways: to describe, illustrate and interpret; to predict; and to explain patterns and relationships in number, algebra, shape, and space, measures and data. Mathematics as a school subject, therefore, must be learned comprehensively and with much depth. The primary purpose of this research was to assess the extent of practice and implementation of contextualized teaching to improve the performance of the Grade Three pupils in Mathematics in Tagaytay City Central School.

METHODS

A quantitative descriptive correlation research design was used to depict the participants in an accurate way and estimated the extent of implementation for it focuses on contextualized teaching in Mathematics to improve pupils learning outcome toward crafting proposed localized lesson plans. Self-made survey questionnaires were used to gather data and serve as bases for conclusions and recommendations from the three groups or 448 respondents such as 294 Grade Three pupils of Tagaytay City Central School only, 30 observers and 124 public elementary school teachers teaching Mathematics.

RESULTS

The findings revealed that contextualized teaching in Mathematics was fully implemented and practiced in public elementary schools in the district of Tagaytay in terms of the teacher and the teaching-learning process and school support system as perceived by the three groups of respondents. The use of contextualized teaching had a significant difference in the academic performance of the Grade Three pupils since they were able to learn and master the lesson through contextualization at their own pace.

DISCUSSIONS

The effectiveness of contextualized teaching, implication on learners and grades in Math have a high positive correlation that significant factors in Mathematics instruction and student's achievement include curriculum, instructional strategies, methods of teaching, math teacher's competency, school context and facilities materials found in the community. Contextualized teaching in Mathematics is implemented and practiced to improve pupils learning outcomes in other learning areas. The proposed teaching model of the research was intended to solve and utilize in order to improve academic performance in Mathematics and other learning areas using contextualized teaching instruction.

KEYWORDS: Contextualization, contextualized teaching, implementation, lesson plan/exemplar.

Continous Improvement Project (CIP) "Mathsulit Project"

Editha Gelera, Bagbag National High School

Abstract

INTRODUCTION

Mathsulit Project is a classroom-based assessment applying the cognitive process domain level of the Revised Bloom's Taxonomy (by R. Anderson). Mathsulit is a teacher-made-test validated through a predetermined table of specifications (TOS). The main goal of the program is to strengthen the classroom assessment applying the NAT type of test in all classroom Mathematics from grade 7 to grade 10. Through the continuing practice of HOTS questions beginning at the classroom level, the test-taking skills of students are eventually enhanced and higher performance in the subject is the expected outcome. Since the program is a teacher-made test the team teacher in each grade level is collaboratively working the test items based on the stipulated competencies covering the quarter which are aligned to the CPD context. Henceforth, in August 2017 the MATHSULIT PROJECT is benchmarking in line with the School to School Partnership Program (SSP) Rosario NHS as the Partner School. The said project was indeed a success. Its impact in terms of classroom assessment best practice was recognized after eight (8) months completion and monitored SSP meetings until March 2018.

METHODS

The design activities are scheduled for the whole quarter.To employ pretest-posttest in 3 stages the competencies covered for the quarterly cycle are distributed as a result, the parallel formative test is employed as written output. Data gathering and statistical analysis Mean SD MPS are presented for comparative study in the LOA result or report.

RESULTS

As a result of the intervention, both schools' LOA in Mathematics has increased closer to desired results of 75% MPS and included among TOP 3 Municipalities being highest ranked in the LOA SY 2017-2018 Attached with are the MATHSULIT PROJECT activities by Quarter and its MPS analysis. The Mathsulit Project in its 3rd year from 2016-2017 were fully implemented. The success of the said intervention had become an innovation when it was adopted in the municipality on School to School Partnership Program SSP in SY 2017-2018. Found out effective in increasing or enhancing classroom-based assessment. Hence, may be considered as a best practice in improving NAT performance in Mathematics.

DISCUSSIONS

In this project, the teachers in Mathematics are using the Mathsulit in the classroom for assessment and formative test purposes.Teacher- made-test are collaboratively validated through the design table of Specification TOS which basis is the stipulated competencies in the prepared budget of work BOW in the current period or quarter. The teachers work together for analysis and interpretation of results by monitoring Mathsulit Project Report.

KEYWORDS: Cognitive, Comparative Study, Mathsulit

SUBMISSION ID: R04A-CAVITP-0383

Continuing and Innovative Implementation of Adopt-A-School Program in the Division of Batangas

Elizabeth Galit

Abstract

INTRODUCTION
This study aimed to assess the Adopt-a-School Program in the Division of Batangas Province. Specifically, it covered assessments of school heads and teachers on the status of the Adopt-a-School Program with reference to its objectives, management, adherence to educational policy, and stakeholder support. It also looked into the extent of agreement on the application of managerial competencies toward productivity of.

METHODS
The research design was descriptive with the use of a researcher-constructed questionnaire as a data gathering instrument. Focus group discussions and interviews were also used to complement data gathered from 99 school heads and 365 secondary school teachers selected using random sampling. Statistical tools used were frequency, percentage, weighted mean and independent t-test.

RESULTS
The study showed the productivity of the Adopt-a-School Program due to the managerial competencies of school heads who serve as a bridge between the school constituents and the community in the accomplishment of desired goals for the school and the collaborative participation of teachers and more importantly, of the stakeholders who provided assistance to the public schools.

DISCUSSIONS
On the basis of the findings and conclusions, the researcher recommended that the proposed support initiatives be studied and programmed for implementation to help sustain productivity of the Adopt-a-School Program; that documentation of best practices be done and shared to educational institutions which may adopt some practices feasible and productive to the needs of their school; that the concepts of school-community partnership be integrated into education subjects in teacher training institutions so that the future teachers become more aware and responsive in such programs when they themselves become involved in the field; and that a parallel study be conducted to include other variables not included in the study but which are likewise feasible factors to sustainable implementation of the Adopt-a-School Program.

KEYWORDS: variables, partnership, initiatives, researcher, feasible

SUBMISSION ID: R04A-BATANP-1386

Continuos Improvement Program: Project APAT

Elenita Mogueis, Department of Education - Calamba City

Abstract

INTRODUCTION

Araling Panlipunan is known to be one of the challenging learning areas to teach at the elementary level. Pupils, most of the time, tend to lack interest in studying this particular discipline. They used to memorize names, years, events and other facts which lead to storing it in their short-term memory.

Thus, E. Barretto Sr.ES has been at the bottom rank in terms of level of performance in National Achievement Test (NAT) for the past three years (SY 2013-2015) particularly in HEKASI which got the following ratings 45.05 in 2013, 41.38 in 2014 and 32.57% in 2015, the lowest rating among the years.

Hence, the CI Team of EBSES came up with Project APAT: (Araling Panlipunan: Angat Tayo!) to flare up the performance of the school in the National Achievement Test.

METHODS

CI method was followed in this research. Listen to the Voice of the Customers, analyzed the result through the Pareto Chart and did a root-cause analysis. A carefully planned and prepared materials were used for the lesson integration execution. The focus group is composed of forty-five (45) grade VI pupils. This group underwent a five-item review test regularly. The daily result was gathered, analyzed results, recorded the data and presented it through qualitative analysis of MPS in graphical form. Weekly results were compared to see changes in the pupil's performance in Araling Panlipunan.

RESULTS

After the first three months of implementation having the baseline of 57.02, we only had a 0.48% increase in the performance of the grade VI pupils in the third quarter and successfully had a 3.07% increase in the fourth quarter. Parents and students noticed the changes in their performance in Araling Panlipunan after the implementation of the process. The result may not be as big as what we expected but the pupils' performance improved.

DISCUSSIONS

The project has improved the study habits of learners as well as their academic performance and in effect, it has boosted the morale of the teacher to teach the learning area. Moreover, teachers' efficiency and effectiveness influenced academic performance. We believe that if we practice the philosophy of continuous improvement, we can get a little bit better every single day.

To continuously improve the academic performance of learners, a roll-out plan has been approved by the School Head. This plan aims to have a wider scope of learners both in Grades V and VI who will undergo the process of PROJECT APAT.

KEYWORDS: patience, higher performance, dedication, teaching-learning process

SUBMISSION ID: R04A-CALAMB-0288

Continuous Assessment Program for a Struggling Reader: A Means of Intervention

Donna De Ocampo, San Guillermo Elementary School, Department of Education – Lipa City

Abstract

INTRODUCTION
Department of Education has always been advocating reading programs to capacitate the learners to acquire the mandated competencies at each level. It has created measures to uplift the reading skills of the Filipino learners.

In line with this, the reading teacher conducted a case study to track the progress of a struggling reader. The client (reader) underwent three stages - pre-implementation, implementation, post-implementation, to determine his needs, undergo him in a remedial reading program and evaluate his progress through appropriate reading assessments and strategies or activities.

METHODS
The program is a remedial reading program for Dexter Macuha, a Grade 6 pupil who was diagnosed to be a struggling reader. The program provides assessment processes, activities/ strategies, monitoring, and evaluation methods. It aims to improve the client's reading level based on his needs. It should be noted that the program is flexible considering circumstances such as the client's attitude, formative results, and schedule of co- and extracurricular activities.

Through explicit teaching, the researcher reviewed Dexter on his phonological awareness. Dexter was able to determine the beginning, medial and final sound of a word. Since it was observed that he had difficulty in recognizing "b" and "d", "e" and "i", and "o" and "u" the teacher focused on words having such letters.

RESULTS
By conducting a summative reading test, it was realized that Dexter Macuha has reached one grade level higher. For Dolch's Wordlist, Dexter was able to recognize145 words out of 220 which tagged him as a Grade 1 reader. For the San Diego Quick Assessment, he became Independent for Primer which was Frustration before undergoing the remedial reading program.

DISCUSSIONS
A great challenge of the program was the frequent absence of the client due to health conditions and family problems. This dilemma gave the program slow progress as reflected with the formative tests given. However, Dexter was able to reach the designed second stage of the program: improving vocabulary. The pupil was able to realize that meaning changes as a phoneme was changed. He was also able to match the words to the pictures that they convey

KEYWORDS: intervention, reading program, remedial reading

Continuous Fluctuating of Enrolment for 3 Consecutive Years in Durungao Elementary School

Babielyn Reodique & Glorilyn De Roxas

Abstract

INTRODUCTION
The net enrolment rate (NER) is one of the most significant education indicators. Filipino parents signify education as one of the most important gifts they can impart to their children. They believe that having a better education gives opportunities that would ensure a good future and eventually lift them out of poverty. In this study, there was a fluctuating enrolment from 2013 to 2016. The researchers did some interventions needed to increase the enrolment but unfortunately, it failed due to some circumstances.

METHODS
A descriptive method design was used. We conducted focus groups with parents, students, teachers, and principals. The questionnaire was distributed to all the respondents, collected and tabulate including the analysis of data relevant to continuous fluctuating of enrolment in Durungao Elementary School through quantitative analysis.

RESULTS
After analyzing the result of the respondent's responses in the given questionnaire, the main problem of continuous fluctuating of enrolment was found out. 1.) Change of residence, 2.) financial status, 3.) Low birthrate and population and 4.) High school transition.

DISCUSSIONS
The results demonstrate the need for increasing the enrolment for the coming years to raise the number of performing pupils in this school and to evade the possibility of having a multi-grade class.

KEYWORDS: fluctuating, respondents, responses, population, poverty, enrollment, education, population, transition, change of residence

SUBMISSION ID: R04A-BATANC-0541/ R04A-BATANP-0805

Continuous Fluctuating of Enrolment for 3 Consecutive Years in Durungao Elementary School

Babielyn Reodique & Glorilyn De Roxas

Abstract

INTRODUCTION
The net enrolment rate (NER) is one of the most significant education indicators. Filipino parents signify education as one of the most important gifts they can impart to their children. They believe that having a better education gives opportunities that would ensure a good future and eventually lift them out of poverty. In this study, there was a fluctuating enrolment from 2013 to 2016. The researchers did some interventions needed to increase the enrolment but unfortunately, it failed due to some circumstances.

METHODS
A descriptive method design was used. We conducted focus groups with parents, students, teachers, and principals. The questionnaire was distributed to all the respondents, collected and tabulate including the analysis of data relevant to continuous fluctuating of enrolment in Durungao Elementary School through quantitative analysis.

RESULTS
After analyzing the results of the respondent's responses in the given questionnaire, the main problem of continuous fluctuating of enrolment was found out. 1.) Change of residence, 2.) financial status, 3.) Low birthrate and population and 4.) High school transition.

DISCUSSIONS
The results demonstrate the need for increasing the enrolment for the coming years to raise the number of performing pupils in this school and to evade the possibility of having a multi-grade class.

KEYWORDS: fluctuating, respondents, responses, population, poverty, enrollment, education, population, transition, change of residence

Continuous Improvement Program: Project REACH (Reading Enhancement and Comprehension Heighting)

Glenda V. Valdez, Leonilo S. Villa, Sharlyn E. Martonito, Department of Education Cavite - Bancod ES

Abstract

INTRODUCTION
Reading is an important skill in being able to function in today's society. It is a vital skill pupil must learn in order to become successful in school. At the opening of classes in every school year, teachers identify struggling readers through a test in order to give the needed intervention but since the number of them is greater than those who are reading with comprehension, teachers often use the traditional ways of teaching reading. This is a common scenario in Bancod Elementary School. To solve the problem, Reading Enhancement and Comprehension Heightening or Project REaCH was formed to improve the reading capabilities of struggling readers using a variety of reading methods.

METHODS
Project REaCH aimed to diminish the struggling reader in English from 92% or 22 out of 24 Grade 4 pupils, to 71% or 17 out of 24 Grade 4 pupils of Bancod Elementary School SY 2018-2019 by the first week of February 2019, through different intervention program such as differentiated instruction during regular reading class and outside the reading class which includes utilization of computer-based reading materials, Big Brother and Big Sister, and provision of take-home reading materials.

RESULTS
The implementation of Project REaCH through various intervention activities showed that 14 out of 24 pupils or 58% improved their reading skills instead of the 17 out of 24 pupils target. This means that Project REaCH was effective to reduce the number of non-reader/slow reader in English.

DISCUSSIONS
Differentiated instructions and outside the reading class intervention activities such as computer-based reading materials, Big Brother and Big Sister, and provision of take-home reading materials contributed to the success of the project. From the observation of the reading teachers, it was found out that pupils enjoyed reading activities using computer-based reading materials and also wanted to learn reading with fellow pupils. Hence, it was suggested to continue the implementation of Project REaCH in the next school year with the remaining struggling reader of the same set of pupils.

KEYWORDS: intervention, struggling reader, computer-based

Continuous Improvement Program: Project TOR (Tactics on Reading)

Rosel Sangalang, Sampiruhan Elementary School Division of Calamba City

Abstract

INTRODUCTION
Different reading strategies are employed to make learners able to read and comprehend. Still, there are learners who fail to develop skills in reading. In view of this study are the reasons related to the event and interventions employed based on the results evaluated.

METHODS
A mixed method design was used. Participants were nineteen (19) Grade Two level pupils who responded on a set of questions. Qualitative data were also utilized through interviews among respondents on their need to acquire the skill in reading.

RESULTS
Pupils who participated in the gathering of data perceived that learning materials influences the quality of learning in reading. The conducted project yielded a result of 89% reduction of frustration readers among Grade Two pupils who were included in the program which comprises of 17 out of 19 non-readers and frustration who become instructional readers.

DISCUSSIONS
Based on the result, construction of effective and suitable reading materials for learners with difficulty in reading supports learners' advancement in reading. Furthermore, success in teaching reading skills requires: (1) focus on providing quality remediation to pupils with poor word recognition in English; (2) teachers commitment in giving remedial classes to low-performing pupils; (3) extension of the project to other academic subjects; (4) Creation, compilation and continually upgrading of reading materials; (5) conduct of SLAC sessions; (6) peer coaching and mentoring; and (7) regular observation

KEYWORDS: Instructional, MPS, remedial

Continuous Improvement Program: Project TOR (Tactics on Reading)

Geny Eduarte, Sampiruhan Elementary School Division of Calamba City

Abstract

INTRODUCTION

Different reading strategies are employed to make learners able to read and comprehend. Still, there are learners who fail to develop skills in reading. In view of this study are the reasons related to the event and interventions employed based on the results evaluated.

METHODS

A mixed method design was used. Participants were nineteen (19) Grade Two level pupils who responded on a set of questions. Qualitative data were also utilized through interviews among respondents on their need to acquire the skill in reading.

RESULTS

Pupils who participated in the gathering of data perceived that learning materials influence the quality of learning in reading. The conducted project yielded a result of 89% reduction of frustration readers among Grade Two pupils who were included in the program which comprises of 17 out of 19 non-readers and frustration who become instructional readers.

DISCUSSIONS

Based on the result, the construction of effective and suitable reading materials for learners with difficulty in reading supports learners' advancement in reading. Furthermore, success in teaching reading skills requires: (1) focus on providing quality remediation to pupils with poor word recognition in English; (2) teachers commitment in giving remedial classes to low-performing pupils; (3) extension of the project to other academic subjects; (4) Creation, compilation and continually upgrading of reading materials; (5) conduct of SLAC sessions; (6) peer coaching and mentoring; and (7) regular observation

KEYWORDS: Instructional, MPS, remedial

**Contributing Factors Leading to Premarital Sex: Basis for Project
RAPSA (Raising of Awareness on Premarital Sex Advocacy)**

Ferly Anne Noscal & Zaianne Merjudio, Lopez National Comprehensive High
School
(Adviser: Sharon Villaverde)

Abstract

INTRODUCTION
Premarital sex has tremendously evolved from being a family problem to a social issue. The root of this concern can be traced within the concept of moral values and parental guidance. These concepts can affect the relation of every individual with other people. Most people don't realize the importance of their family so these concerns happened. In human nature, sexuality is a natural part of life. It's about everything about being a male or a female. The gender and sexuality is an issue that can affect how we view ourselves with other people, especially to the opposite gender. You couldn't set a side of your sexuality because it reflects our personality. Moreover, we have different roles, different roles to each other that we cannot pass on or eliminate in our lives. For men and women, they should think, feel, and act as influenced by others. That's why we have a family that guides us for every problem that we will encounter. The family is responsible for guidance to its members.
Every day, the estimated ratio of married girls under 18 is one of every three girls in the world. The girls were deemed or even forced by their community and their families to be ready for marriage and giving birth. We can conclude that the population of the world has tremendously increased. And this is one of the major concerns in the world.

METHODS
A multiple methods design was used. The study used a mixed method with the use of survey questionnaires that were distributed to the respondents, employing the qualitative and quantitative approach focusing on the identification of the contributing factors leading to premarital sex on LNCHS students. The data is interpreted using frequency counts, percentage and weighted average mean; the results will be used for an innovative approach for the Project RAPSA (Raising of Awareness on Premarital Sex Advocacy).

RESULTS
From the fifteen (15) selected students of Lopez National Comprehensive High School, most of them said that electronic/social media and peer pressure are the most common contributing factor that leads to premarital sex. They stated that "they become hideous to friends and family members and the loss of emotional control".

DISCUSSIONS
The results prove the necessity of conducting an awareness program regarding the consequences that they might encounter and diseases that they can get if they practice premarital sex. This awareness advocacy will help and guide the students, parents, and teachers to have more knowledge about premarital sex and to avoid the factors that lead teenagers to practicing it.

KEYWORDS: factors, premarital sex, awareness, advocacy

SUBMISSION ID: R04A-QUEZON-0085

**Contributing Factors on School Absenteeism among Grade Six Pupils in
Latag Elementary School: An Analysis (An Action Research)**

Maricel Manalo, Researcher

Abstract

INTRODUCTION
School absenteeism is an alarming problem for administrators, teachers, parents, society in general, and pupils in particular. Unaccepted absences have a negative effect on peer relationships, which can cause further absences.
According to the Merriam-Webster dictionary, absenteeism is "chronic absence." In the context of school, it is the habitual or intentional failure to attend school. While every student may miss some school activities now and then, absence becomes a problem when the student is away from school for many days.

METHODS
Since the perception of a set of respondents was the main focus of the study, the researchers used the descriptive method of research. The method created is in accordance with the objective of the paper which is to know the contributing factors of absenteeism among learners.

RESULTS
It showed that 6 or 30% of the respondents favor that the causes of absenteeism are home factors while physical factors obtained a percentage score of 2 or 10% of the causes of absenteeism. This explained that 12 or 60 % of respondents favor home visitation in minimizing absenteeism while 3 or 15 % of respondents agree that the teachers perform values integration in their daily lessons. It was illustrated that 8 or 40
% of the respondents agree that low grades are the effect of absenteeism in the academic performance of the learners, while 5 or 25 % agree that the effect of absenteeism is transferred out in school.

DISCUSSIONS
It indicates that 8 or 40 % of the respondents were in favor of the implementation of school programs like Oplan Bernanda against absenteeism that must be followed to eradicate problems among Grade Six pupils, while 5 or 25 % of the respondents deemed it necessary to have the rewards for perfect attendance. It can be gleaned that 10 or 50 % of the respondents approved the implication of the study as a guide on how to solve the same problem, while 4 or 20 % of the respondents agree that the implication of the study will serve as an eye- opener to other schools.

KEYWORDS: alarming, chronic, perception, eradicate, implication, eye-opener

Contributing Factors to the Graphmotor Difficulty among Kindergarten

Janet Camara, Kathleen Joy Mones, & Rona Mae Llaguno, Doña Tiburcia
Carpio Malvar Elementary School

Abstract

INTRODUCTION
Handwriting is an important part of literacy and an essential skill for life. It is the development of complex skills.To learn to handwrite, children need to combine fine motor skills, language, memory, and concentration. The Kindergarten curriculum is intended to help children who are at least 5 years old to acquire the values, attitudes, and competencies that are known to enable successful and beneficial participation in school learning experiences. It is designed on the basis of the prevailing understanding of how children learn and develop. As such, the assumptions are drawn from the understanding of children and childhood according to all areas of growth(Revised Philippine Early Childhood Development. Checklist Manual). However, not all kindergarten pupils acquire graphomotor skills along with the learning schedule. There were those that have difficulty and still do not know how to write until the end of the school year. As of this school year 2018-2019, there are 5 kindergarten pupils who are encountering graphomotor difficulty. It is for this reason that the researcher conducted this study, to determine the contributing factors to the graphomotor difficulties among kindergarten pupils of DoÃ±a Tiburcia Carpio Malvar Elementary School.

METHODS
This study will employ the descriptive research method which is deemed most appropriate for it answers the following questions: who, what, when, where, and how. It is designed to produce information about prevailing situations, or what is or what has been happening. It is valuable in providing facts, revealing conditions and relationships that exist. Document analysis of the school recorded documents related to the Kindergarten learners' Early Childhood Care and Development (ECCD) results will be utilized.

RESULTS
Two out of 5 pupils with graphomotor difficulties were 4 years old when they enter Kindergarten during the school year 2018-2019. The remaining 3 were all 5 years old. In terms of gender, 4 out of 5 were males. Only one was female. In terms of the dominant hand, all of the 5 pupils were right-handed. Only one pupil out of the 5 pupils with graph motor difficulties has passed the ECCD checklist test in the pre-test. In the posttest, all of the 5 pupils have passed the ECCD test.

DISCUSSIONS
The results demonstrate that the majority of pupils with graphomotor difficulties were able to perform the five activities in the teacher's Post -Assessment. The researcher presents the developed "Teaching Program" to compile best practices in handwriting readiness skills.

KEYWORDS: Handwriting,Graphmotor,Teaching Program

SUBMISSION ID: R04A-BATANP-2028

Contribution of Religious Instruction for Values Formation among Grade 1 Pupils in Batangas City East Elementary School Sy 2017-2018

Evelyn Mendoza, Department of Education

Abstract

INTRODUCTION

It is most true that the best time to start molding the person's good manners and spiritual matters is during childhood. Such training is expected to start at home. The basic faith learned at home leads to the development of moral and spiritual values of the children but also their emotional and intellectual aspects. Religious instruction is believed to imbibe basic human and Christian values. As part of promoting good moral values in the school, this study will help teachers how religious instruction contributes to the values formation of Grade I pupils of Batangas City East Elementary School.

METHODS

This study will utilize the descriptive method of research to assess the different factors affecting the moral values of pupils. The researchers distributed questionnaires to 100 randomly selected Grade 1 pupils and conducted interviews with 10 selected teachers and 20 selected parents.

RESULTS

Based on the gathered data, the results show that the majority of the pupils are Catholic and most of them are attending mass weekly. About the attitudes toward religious instruction, 50.3% majority shows positive response on praying, 33.2% are the majority of those who know the role of Jesus in the work of salvation, 39% of the majority knows how to show love to others, 36% of the majority show respect to the place of worship, while 32.6% are not well informed about biblical teachings. It only shows that Grade 1 pupils are not religiously acquainted.

DISCUSSIONS

The results express that pupils have different religion but their spiritual aspects of life should still need to improve. Different religious instruction must be added to the pupil's class program to help maximize the development of attitudes, character, and behavior of the child. Moreover, parents should be the preparatory trainer of pupil's moral values and should be cooperative in improving their children moral values. Furthermore, the teacher should have a more comprehensive education to gain respect and confidence of his/her pupils, and should possess not only strength but the breadth of mind; should not only be whole-souled but large-hearted.

KEYWORDS: CONTRIBUTION OF RELIGIOUS INSTRUCTION FOR VALUES FORMATION AMONG GRADE 1 PUPILS

SUBMISSION ID: R04A-BATANC-0424

Contributory Factors Affecting Absenteeism of Grade Five-Matapat Pupils during the First Quarter of SY 2017-2018at Padre Imo Luna MES

Jo Anne P. Alday, Maria Liza D. Montana, & Marites Kalalo, Department of Education - San Jose

Abstract

INTRODUCTION
The study was undertaken with the objectives to find out and become aware of the contributory factors affecting the absenteeism of pupils of Grade Five-Matapat of SY 2017-2018 at Padre Imo Luna MES at San Jose, Batangas. The purpose of this study to confirm a comprehensive proposed scheme in enhancing the attendance level of pupils thus help meet the priority needs assessed by the previous research study.

METHODS
This is descriptive qualitative research that aims to identify the contributory factors affecting the absenteeism of pupils. The respondents are 48 Grade Five pupils of class Matapat. A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the contributory factors affecting the pupils' absenteeism. An interview follows after accomplishing the survey questionnaire in order to validate and confirm the responses given by the research participants. Home visits were conducted by the researchers to verify the possible causes of absenteeism of the pupils.

RESULTS
Tabulation of data gathered during the conduct of the study is one of the means of interpreting and analyzing to come up with a definite result. Each attribute is expected to be valid. Results from the questionnaires are validated as well with the other variables as a reflection of the interviews and home visitations conducted by the researcher. The study shows that frequent absences are determined on a monthly basis thus reveals that though pupils agree on cited reasons for frequent absenteeism, their responses vary according to the level of perception. Considering the number of pupils who responded strongly agree, lack of supervision and/or follow up at home, take up jobs to earn and lack of interest in learning shows the highest response. On the other hand, pupil respondents perceived viewing television and family issues and/or problems as the lowest influencing factors that cause absenteeism. This current study contributes a helpful result and effect the school itself.

DISCUSSIONS
In the light findings of the study, the following conclusions are formulated. A moderately high range of pupils' absenteeism is identified based on the results of the study. It was highlighted in the study that the most influencing factor that merely contributes to pupils' absenteeism is the lack of follow up at home as well as taking up jobs to earn for a living. The proposed scheme must be implemented to enhance the attendance level of learners.

KEYWORDS: absenteeism, contributory factors, home visitations

Contributory Factors Affecting Strengthened Technical Vocational Educational Program (STVEP) Students' Performance in Tesda National Certification

Shirley Ceriales, Department of Education - Calamba City

Abstract

INTRODUCTION

Governments around the world are introducing a range of strategies aimed at improving the financing and delivery of education services and emphasizing improvement quality as well as increasing equity and access. The Department of Education goals is to equip high school students with applicable skills through the Strengthened Technical-Vocational Education Program (STVEP) in order to prepare them for higher education, the world of work and entrepreneurship. The endeavor of this study was to assess the Strengthened Technical-Vocational Educational Program (STVEP) students' performance in TESDA National Certification of Calamba Bayside National High School.

METHODS

The study employed the descriptive research design to determine descriptive information with regard to the contributory factor affecting the STVEP students' performance in TESDA National Certification in Calamba Bayside National High School (CBNHS). The study used 29 STVEP teachers and 717 fourth year students. Two sets of questionnaire checklist were utilized. The first instrument used in this study was a survey questionnaire based on the TESDA' Training Regulations. The second instrument was the records of the principals' office on the result of NC II from S.Y 2012-2015.

RESULTS

The Strengthened Technical-Vocational Education Program (STVEP) is effectively implemented by Calamba Bayside National High School in as much as teachers' competencies/skills are concerned; the STVEP students' performed well in TESDA National Certification. The study found out that the STVEP teachers performed highly proficient in Dressmaking (4.64); Bread and Pastry (4.56); Cookery (4.56); Consumer Electronics Servicing (4.70); Electrical Installation Maintenance (4.68). In terms of availability of tools and equipment, there is an average mean of 3.63 on tools mirrored the Moderately Adequate mean level, while 3.289 on equipment reflected the Slightly Adequate mean level and 4.511 parallel the Adequate mean level on facilities. The generated results also yield a correlation that exists between STVEP students' performance in TESDA National Certification and the adequacy of equipment.

DISCUSSIONS

Based on these findings, it is recommended that the school head needs to require all STVEP teachers to undergo TESDA training and advanced training. Moreover, the school head needs to make an Annual Procurement Plan wherein the tools, equipment, and facilities needed will be listed and given priority to support the primary needs of each specialization.

KEYWORDS: Contributory factors; National Certification; Strengthened Technical Vocational Education Program (STVEP)

Contributory Factors Affecting the Performance of Grade Six Pupils at Padre Imo Luna MES in the National Achievement Test Administered During the School Year 2014- 2015

Ana Madlangbayan, Cristy Lacsa, & Grace Largo, Department of Education - San Jose

Abstract

INTRODUCTION
Padre Imo Luna MES' result in the previous National Achievement Test shows a low-performance level of pupils in the different learning areas. It is for these reasons that the researcher aims to look into the factors that affect pupils' performance in the National Achievement Test so that favorable adjustments could be facilitated. As revealed in the performance level of Grade Six pupils in the National Achievement Test, they failed to answer HOTS (Higher Order Thinking Skills) questions correctly. Learners were able to memorize the skills and concepts learned in different subject areas but find difficulty in the application of the competencies learned.

METHODS
The researchers used analytical and interpretative methods as their data gathering procedure The study used the results of the School Year 2014 - 2015 National Achievement Test. The use of the released percentage scores of 300 pupils has been the research material used by the researcher. Also, the following data gathering tools namely; individual and consolidated NAT results issued by the National Educational Testing and Research Center (NETRC) were used to attain the objectives of the study.

RESULTS
There are 207 pupils or 69% which were identified to have percentage scores ranging from 35%- 65%. The result shows that the majority of the pupils are considered to have an Average Level of Performance in the 2014-2015 National Achievement Test. There are 62 pupils or 20.67% who got percentage scores ranging from 15%- 34% and this group of pupils shows a Low Level of Performance. The other 31 pupils or 10.33% are identified to have percentage scores ranging from 66%-85% which shows that learners are Moving Towards Mastery Level of Performance.

DISCUSSIONS
The study dealt with effective practices to achieve higher pupils' performances. Modifications of the existing programs and projects in school relative to reading were maximized to maintain pupils' performances particularly in the five learning areas, English, Mathematics, Science, Araling Panlipunan and Filipino. Enhancing the reading skills of pupils is of the top priority leading to a higher rate of pupils' performances in all subjects. Reading abilities of learners both in English and Filipino are the key points to help them achieve higher ratings during instruction. Comprehension was given emphasis, which aided them to understand better in all subject areas and not just the five main core subjects covered by the NAT itself.

KEYWORDS: achievement, study habits, academic performance, core subjects, mastery level

SUBMISSION ID: R04A-BATANP-1996

Contributory Factors and Prevalence of General Anxiety Disorder (GAD) and Depression among Senior High School Students of Looc Integrated School and Their Effect on Students' Academic Performance

Florissa De Jesus, Looc Integrated School

Abstract

INTRODUCTION

General Anxiety Disorder (GAD) and depression are two serious mental disorders experienced by many people worldwide even without a known stressor, which can interfere with their ability to carry out daily activities. Many people who develop depression have a history of an anxiety disorder earlier in life. In the Philippines, these disorders have become a serious concern among Filipinos, not only among adults but also among teenagers and high school students.

METHODS

This study utilized a descriptive research design and used a survey questionnaire (General Anxiety Disorder (GAD) and Depression Assessment Tools from the Anxiety and Depression Association of America) as an instrument. 141 purposively-selected Grade 12 students from GAS, ABM, and STEM strands of Looc Integrated School for SY 2018-2019 participated in this study. Quantitative analysis was utilized wherein the weighted mean of the scores in the assessments was collected, as well as in determining the factors that contribute to the prevalence of general anxiety and depression disorders among SHS students of Looc IS. While Pearson-r correlation was used in determining the effect of having general anxiety and depression disorders on the academic performance of students.

RESULTS

The results revealed that among the total respondents, eight (5.67%) have severe depression; 20 (14.18%) with moderately severe depression; 53 (37.59%) with moderate depression; 46 (32.62%) with mild depression; and 14 (9.93%) with minimal or no depression. Among the 8 severely-depressed students, five were females and three were males, and six of them belong to the GAS strand. Also, severe depression was noted to be more prevalent among students whose age is 18, eldest and middle child, with more than four children in the family. Socio-economic status, however, was proven to be non-contributory to students' depression. The data also revealed that five out of eight severely depressed students experienced anxiety disorder and showed excessive worry about everyday circumstances, including financial and academics. Nonetheless, the presence of these disorders showed no significant effect on students' academic performance.

DISCUSSIONS

The results revealed that high school students are prone to having anxiety and depression disorders but through proper guidance and assistance of school administration and parents, these mental conditions can be properly treated.

KEYWORDS: general anxiety disorder, depression, academic performance, SHS

Contributory Factors of Work Immersion to Employment of ABM Senior High Graduates of CLNHS

Maria Caiga, Michelle Gabia, & Rochelle Macatbag, Department of Education

Abstract

INTRODUCTION

One of the goals of the K to 12 Basic Education Program is to develop in learners the competencies, work ethic, and values relevant to pursuing further education and/or joining the world of work. To achieve greater congruence between basic education and the nation's development targets, Work Immersion, a required subject, has been incorporated into the curriculum. This subject will provide learners with opportunities: a) to become familiar with the workplace; b) for employment simulation; and c) to apply their competencies in areas of specialization/applied subjects in authentic work environments.

METHODS

A descriptive method of research was utilized. Questionnaire and interview were conducted to gather data.

RESULTS

The data revealed that 34.43% of ABM graduates are employed and 65.57% are enrolled in college universities. The result of this action research was used to monitor the progress of their chosen career. The basic job readiness that they had acquired at Work Immersion subject were communication skills, socialization, responsibility, efficiency and effectiveness as an employee, being productive and it served as the foundation for professionalism also, they have the ability to execute a series of instructions in an organized manner.

DISCUSSIONS

The respondents were limited to 61 Grade 12 ABM students of Conde Labac National High School who graduated under ABM strand. This study focused on the importance of those contributory factors of Work Immersion to the employment of the ABM graduates. The implications of this study are to strengthen those factors that they may apply in real work scenarios. Job Orientation Program of school and company policies was proposed to heighten the awareness and foundation of professionalism and decorum. This highlights the improvement of being effective and efficient novice in the field of work. This also serves as notes for their narrative report during the tenure at the office assigned to them.

KEYWORDS: Foundation for professionalism, curriculum exits, decorum

SUBMISSION ID: R04A-BATANC-0054

Contributory Factors on the Dropout Rate at Paaralang Sentral Ng Mataasnakahoy: Basis for Home Schooling Program through Modular Approach to Save Pupils at Risk of Dropping Out (PARDO)

Emelinda Del Rio, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION
Pupils learn independently without the guidance of teachers and peers. They will be able to acquire knowledge through experiences and through trial and error. As we always hear the saying "experience is the best teacher". Through the experience of the pupils, they can be able to develop critical thinking skills on how to deal with problems they encountered in everyday situations. This study was conducted to determine the contributory factors on the dropout rate of pupils at Paaralang Sentral ng Mataas Na Kahoy as the basis for the homeschooling program through a modular approach to save pupils at risk of dropping out (PARDO).

METHODS
Descriptive method of research was utilized with the use of a researcher-made questionnaire including the perception of parents/pupils on homeschooling program through a modular approach. The data were recorded, analyzed and interpreted using different statistical tools e.g. frequency, percentage, mean and weighted arithmetic mean.

RESULTS
Based on the findings, the dropout rate at Paaralang Sentral ng Mataas Na Kahoy increases with a percentage of 1.34, 2.08 and 2.37 for School Year 2014-2015, School Year 2015-2016 and School Year 2016-2017 respectively. Family factors, personal factors, and school/ environment factors are contributory factors in the dropout rate of pupils at Paaralang Sentral ng Mataas Na Kahoy with a weighted mean of 3.441, 2.893 and 2.148 with a verbal interpretation of often, often and sometimes respectively.

DISCUSSIONS
The dropout rate may be lessened by developing a program in every school in order to help pupils finished their studies. Contributory factors on the dropout rate should be given emphasis particularly those pupils who are included in the poverty group to help them finish their schooling. Home Schooling program through modular approach should be holistically implemented at Paaralang Sentral ng Mataas Na Kahoy to save pupils at risk of dropping out (PARDO).

KEYWORDS: Home Schooling Program, Drop Out Rate

SUBMISSION ID: R04A-BATANP-0585

Conventional vs. Constructivist : Perceptions of Millennial Learners

Jessica Pila, Department of Education

Abstract

INTRODUCTION

At present, teachers are handling 21st-century students, the Millennial, the new generation of students saturated to modern technologies with vast understanding in using the internet and social media. They are not limited by the information available on their books instead they make use of the internet. The researchers conducted this study to identify which of the two sets of teachers in this school, conventional and constructivist, is more appealing to millennial pupils that may lead to a better understanding of the lesson and bridge the gap of experienced teachers and novice when it comes to strategies and use of new technology in teaching.

METHODS

The researcher used 80 respondents from grade 6 of Coliat Elementary School. The descriptive method of research was used in this study. The design of this research followed three phases namely the input, process, and output. The profile of the respondents concerning age, gender, interest, and skills were included in the input as well as the perception of the respondents to the strategies of their teachers. The research questionnaires were used to gather the data needed in the process phase. Finally, the proposed approaches in handling millennial pupils based on the findings of this research summarized the output phase. In treating the data gathered, the researcher used frequency distribution, weighted mean and Z-Test.

RESULTS

The findings showed that millennial pupils were not much interested in painting, drawing, and writing because they were more interested in computer related activities. This implied that millennial pupils were fun of music, and the following results were drawn:
Watching Audio Visual Presentation arouses pupils' interest.
The conventional strategies like textbooks and paper-pencil tests are still effective devices.
Constructivist strategies are effective tools.
There is a significant difference between conventional and constructivist strategies of the teachers to the perception of the millennial pupils.

DISCUSSIONS

The identified pupils' perceptions of conventional strategies of the teacher proved that millennial pupils were fun of being part of a team. They loved more challenging activities in which they can share their ideas with their members. They looked on more manipulative activities to apply their skills. From these findings, teachers can use a combination of conventional and constructivist strategies and should be aware of different constructivist strategies to adapt to a new set of learners.

KEYWORDS: perceptions, conventional, constructivist, millennial

SUBMISSION ID: R04A-BATANP-1959

Cooperative Learning Approach as a Strategy in Improving the Comprehension Skills of the Selected Grade 7 Students of Newville Heights Academy S.Y. 2017 - 2018

Romeo Lejana, Paraclete Foundation Community School Inc.

Abstract

INTRODUCTION
Literacy is nothing without comprehension skills. A reader can be said to have strong comprehension skills when they remember what they have read and fully understand the text. Comprehensive readers can also pull the information they have just learned from the text and apply it to their current knowledge. The student should develop the ability to comprehend it will have a profound effect on their entire lives. Comprehension will help students to develop the knowledge, skills, and they will become competent.

METHODS
This study used a descriptive design that deals with the relationship between variables, the testing of hypothesis and the development of theories that have universal validity. It deals with cooperative learning approach as a strategy in improving the comprehension skills of Grade 7 students of Newville Heights Academy for the school year 2017-2018 which served as improvement of comprehension skills of Grade 7 students toward the realization of the program in the education system in the Department of Education (Department of Education), this research design is deemed appropriate to be used.

RESULTS
The results of this study proved the researcher's belief that cooperative learning strategy improved the comprehension skills of the respondents who passed the test served as a living proof of this study's success.

DISCUSSIONS
Cooperative learning is gaining popularity for a number of reasons. Evidence indicates that it is raised achievements, promotes positive self-concept, and raises regards for others. It appears to be useful for students from social minority and low-socio-economic groups who have not excelled to the same degree.

KEYWORDS: Cooperative Learning, Literacy, Comprehension, and Reading.

SUBMISSION ID: R04A-CAVITP-1189

Cooperative Learning Approach in Teaching Practical Research for Senior High School Students

Marian Quitola, Sarah Jane Rubina, & Trishia Mae Bautista, Department of Education - Laguna

Abstract

INTRODUCTION

The focus of the action research was to determine the effect of a cooperative learning approach to the performance rating of Grade 12 students in their Practical Research subject.

METHODS

The subject of this study was Grade 12 students who took Practical Research subject; random - sampling technique was utilized. The instrument was given to all respondents in their most suitable time. It used the survey questionnaire to measure all indicators.

RESULTS

The correlation values indicate that the perceived cooperative learning approach and the performance rating of the respondents were moderately high; therefore, there is a significant relationship between the perception of the respondents' in cooperative learning approach and the performance rating.

DISCUSSIONS

Research limitations have proposed activity to advancing knowledge and understanding across different fields. In addition, implications suggest that the personal nature of these questions can contribute to the contexts and environments in which research can take place. The result of the study implies new strategies of teaching and learning are being thought and practiced as the most important inputs to bring about qualitative improvement in education.

KEYWORDS: Practical research, senior high school, cooperative learning approach

SUBMISSION ID: R04A-LAGUNA-0293

**Cooperative Learning Methodologies of K to 12 Curriculum as Perceived
By High School Science Teachers of Nasugbu East District Nasugbu,
Batangas**

Maria Loisa Cabingan, Department of Education - Batangas

Abstract

INTRODUCTION

The use of cooperative learning in education has the potential to enhance the quality of teaching and learning. The teachers have to possess the ability to
use this for the learner"˜s benefits. Using cooperative learning also facilitates
instruction and enables educators to do other school tasks and activities. However, not all teachers have the means to use the most effective way of
the cooperative learning approach. This research attempts to identify the effective activities that each of the science teachers can use in cooperative learning in science.

METHODS

This study aimed to determine the perception of the cooperative learning methodologies of high school science teachers in four selected schools in Nasugbu East District, Nasugbu, Batangas.
The twenty-four (24) respondents of the study were recruited from the four
(4) selected school of NASUGBU EAST DISTRICT. Data were gathered through survey-questionnaire regarding the perception of the cooperative learning methodologies of high school science teachers.

RESULTS

Implementation of the designed action plan as a point of reference to enhance the use of cooperative learning methodologies in science teaching is highly recommended.

DISCUSSIONS

The respondents highly rated that cooperative learning methodologies help improve students˜ academic. On the other hand, the respondents least rated
that cooperative learning methodologies increase self-esteem and self-concept. There is no significant relationship between the profile variable and the
perception of teachers on Cooperative Learning.

KEYWORDS: Science Teachers Perception, Cooperative Learning, Methodologies

SUBMISSION ID: R04A-BATANP-0005

Cooperative Learning Strategies in Teaching Values Education: Input to Improved Thinking Skills of Grade 9 Students

Merry Joy Ching, Teacher I & Delon Ching, Instructor

Abstract

INTRODUCTION
Teaching Edukasyon sa Pagpapakatao or Values Education and making it enjoying learning experience is one of the challenges being faced in the academe. The use of innovative practices This investigated the use of cooperative learning strategies structured as Numbered Heads Together and Writearounds in teaching Edukasyon sa Pagpapakatao 10, this determines its effectiveness in developing the thinking skills of the students.

METHODS
An experimental research design was used to two groups of students selected in clusters. This is heuristically structured that made a contribution to students to work cooperatively in sharing thoughts and ideas and making a broader link to their experiences in life that is manifested in the teaching and learning of Edukasyon sa Pagpapakato 10. A pretest was administered to predetermine students' level of thinking proficiency than the two cooperative learning strategies were utilized to two different sections and finally the posttest was given.

RESULTS
Based on the result of the predetermined level of proficiency, it shows no significant difference in the mean pretest scores and most of the students in both groups were found that they are still developing their thinking levels. After the learning conditions were implemented, the posttest was administered and it found-out that both groups did a significant change in students' thinking levels and they became proficient. It turned out that both strategies develop the remembering, understanding and evaluating skills. However, students in the number head together develop analytical skills and write around improved applying skills.

DISCUSSIONS
The use of cooperative teaching strategy in Edukasyon sa Pagpapakatao is encouraged for this help to improve students thinking skills. Continue innovating teaching-learning routines through cooperative strategy just like numbered heads together and write around for this contribute to higher proficiency levels in thinking skills of the students.

KEYWORDS: Cooperative Learning Strategies, Numbered Heads together, Writearounds, Thinking Skills

Cooperative Learning Strategies: A Tool to Improve Students' Achievement in English

Diana B. Duhan, Alicia Integrated School

Abstract

INTRODUCTION
Teaching English is no easy feat. Teachers must employ varied effective strategies that can motivate students to learn the subject. There are many teaching methods used by teachers around the world but researchers claim that cooperative learning is gaining popularity because of its positive effect.

METHODS
The descriptive method of research was employed in this study. It was conducted in Alicia Integrated School with 18 teachers.

RESULTS
The results indicated that respondents were most of their late 20's, female, iloco, married, and had been teaching for 6 years and only a few of them attended seminars. The teachers found listening and speaking as effective strategies while very effective for reading, writing and viewing; very much agree on advantages and disadvantages; and always foll0w the activities in pre, during and post implementation activities of cooperative learning. The sex influenced bottoms-up strategy in listening, recognizing script in speaking, unlocking of vocabularies in reading, KWL chart technique, and parody strategies in writing; age influenced pop reading technique while civil status influenced coordinated task and number of years in teaching influenced the used of outer and inner circle strategies in speaking and jingle writing.

DISCUSSIONS
Based on the result, all teachers teaching English should be sent to training on the use of cooperative and communicative language learning. Listening and speaking in cooperative learning should be improved by English teachers to develop holistic skills in cooperative teaching and learning. The English teachers should document the effectiveness of cooperative learning and teaching through the conduct of action research that will help in enhancing skills on the use of cooperative teaching.

KEYWORDS: Cooperative Learning, Strategies, Students' Achievement

SUBMISSION ID: R002-QUIRIN-0135

Cooperative Learning Strategy used in Teaching Mathematics in Grade 1 for S.Y 2017-2018

Marivie Gacias, PCU Dasmarinas, Cavite

Abstract

INTRODUCTION

Mathematics in one of the fundamentals subjects in the school curriculum. It is an instruction in almost all disciplines and an effective key to manpower development. It is also an integrated thought to put social and computational aspects including principles and processes as well as social ideas. The function of mathematics in the present period is meaningful to education. Action research will help the pupil thoroughly acquainted and value properly the environment. It has been observed that students' performance in mathematics is depleted and may students flunk in mathematical reasoning. Among mathematics teachers, one problem is the inability of their pupils to solve mathematical problems and reason out for their answers. The teachers are the ones held responsible for the mathematics education of the pupil. It is then on the premise the researcher who is a public elementary teacher in Tanauan City East District wants to determine the effectiveness of cooperation strategy in teaching mathematics.

METHODS

The researcher should be the model for the implementation of any constructive change that would take place in her pupils. She should be the heart that keeps the teaching-learning situation going. The expertise and positive steps to implement different mathematics program projects in enhancing activities by the immediate school head and supervisor count much in enhancing the performance level of teachers and correspondingly the pupils.

RESULTS

The study of this action research is conducted on the following assumptions:

That there is a significant difference between the perception of the school heads and teachers in the use of aforecited strategy in teaching mathematics. That there a significant relationship between the perception of the school head and teacher on the extent of problems they encountered in the strategy used in mathematics.

DISCUSSIONS

The demand at present for quality of education made it very necessary and timely to determine the strategy used by the teacher in teaching. This is one reason why this study is deemed important.

School Head. The result of this study may enhance the awareness of the school heads to conduct seminars for teachers who attend a seminar-workshop on the instruction of mathematics.

Mathematics Teacher. With the help of this research, mathematics teachers could have a wide variety of better procedures, techniques, strategies, and approaches in teaching mathematics.

Pupils. This study may facilitate learning and improve their skills and performance in mathematics.

KEYWORDS: Perception,Implementation

SUBMISSION ID: R04A-TANAUA-0158

Cooperative Learning: An Intervention to Improving Reading Comprehension of Grade 5 and 6 Pupils of Tuburan Elementary School for SY 2016-2017

Charity Odtojan, Teacher

Abstract

INTRODUCTION

Reading comprehension is very important to a pupil's ability to successfully engage in the reading text. And, it is the teacher's responsibility to ensure that the pupils must be effectively taught in different reading strategies to ensure correct understanding. Teachers are entitled to make an intervention. In this study, varied reading activities were given with help from their group or peer believed to encourage and develop reading comprehension.

METHODS

This research used the descriptive method. A Phil-IRI pretest was conducted to the grades V and VI during the first quarter of the school year. The result will be the basis of their development. A 60-day reading session was administered to them. The pupils who perform poorly in reading were paired or grouped to the pupils who performed well in reading. During the sessions, they can ask, correct and help their peers. They were assessed afterwards. The post-test was given to them using the same Phil-IRI passage of the pretest. Scores are being taken and the number of correct responses was compared using t-Test: Paired Two Sample for Means to find out if the difference is significant or not.

RESULTS

Based on the results, cooperative learning significantly increased the reading level of the pupils. Since the P value -5.405 is smaller than the alpha level ($α = 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the mean scores of the pretest and the mean scores of the post-test. Cooperative learning makes pupils improve their relationship among their peers, learn and improve their academic performance level.

DISCUSSIONS

The results of the study reveal that cooperative learning has increased students' English reading skills when they are paired or grouped by their peers. Using cooperative learning as a method of teaching turned out to be a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. The implementation of cooperative learning methods could improve the students' reading comprehension. Therefore, this study could be conducted with other groups. But this study needs more teachers' assistance since, at their young age, not all pupils are capable of understanding and interpreting certain contexts and ideas. As well as, there are certain pupils who really need special attention and remediation since their capacity for learning is not the same as normal children.

**Coping Mechanism of the Senior High School Teachers of ETTMNHS
to Reduce their Work-related Stress for the S.Y. 2018-2019**

Alexandra P. Caldejon, Aprilyn A. Castillo, & Shara Mae V. Jimenez,
Department of Education, ETTMNHS

Abstract

INTRODUCTION
Teaching is considered to be the most stressful job (Adams, 2001 as cited by Mingoa, 2017). In the previous year, a number of incidents of suicide among Filipino teachers were reported to be work-related. With these incidents and studies about stress and coping mechanisms, only a few studies were able to discuss the stress and coping mechanisms of the teachers. Teachers are important to students and it's important to study to the ability of teachers in encountering their work-related challenges. The importance of this research is to know the coping mechanisms of the senior high school teachers and help them be aware of their stress and help them to cope up.

METHODS
The descriptive research used a stratified sampling technique which included teachers from handling Grade 11, Grade 12, and handling both grade levels. Stress and coping mechanisms of the respondents were determined using a scale adapted from Feltoe and Davies (2016) as the main data collection tool.

RESULTS
Based on the data gathered on the sources of stress and coping mechanisms of the Senior High School teachers revealed that sources of stress among professional educators varied from one individual to another and thus non-conclusive. In some instances, a number of respondents strongly agreed that they can cope up with their stressors by keeping a positive attitude, being active regularly, physical activity, out of town trips, eating a well-balanced meal, resting and sleeping, time management, wellness relaxation like spa and massage, and meditation like yoga.

DISCUSSIONS
The results reflect the two sections of the research: the major sources of work-related stress of the Senior High School teachers and their coping mechanisms. The major source of work-related stress of the Senior High School teachers of ETTMNHS is the Philippine Professional Standards for Teachers or PPST. The respondents' coping mechanisms to reduce their work-related stress are out of town trips, eating a well-balanced meal, resting and sleeping, time management, wellness relaxation like spa, massage, and yoga; their highest result is by keeping a positive attitude, being active regularly and have physical activity.
This study implies the importance of the conduct of stress management seminars for educators in order for them to achieve longevity in service and be a continuously productive and efficient part of the academic workforce.

KEYWORDS: Stress, Coping Mechanism

SUBMISSION ID: R04A-CAVITP-1094

Coping Mechanisms of Grade 7 students in Mathematics of Pedro S. Tolentino Memorial National High School

Angelica Perez

Abstract

INTRODUCTION
For most children, the transition from primary to junior high school develops a feeling of mixed excitement and anxiety. They too are looking forward to learning new things; these make them excited to go to Junior High School.

METHODS
It involves description, recording, analysis, and interpretation of the determinants that affect the students' performance in Mathematics such as strategies employed by the teachers to cope up with the transition from elementary to high school and the coping mechanisms of grade 7 mathematics students.

RESULTS
Mathematics teachers give great importance to the psychomotor domain and affective domain rather than the cognitive domain. The relationship between Mathematics teacher and Grade 7 students is directly proportional.

DISCUSSIONS
The highest factor for the students is Teacher's Approaches while the Cognitive aspect effects in a lowly manner.

KEYWORDS: Coping Mechanism in Mathematics

SUBMISSION ID: R04A-BATANC-0231

Coping Strategies of Parents having children with special needs in Lalaan Central School Special Education

Alyza Joy De Jesus & Lita O. Simara, Department of Education

Abstract

INTRODUCTION

Families with a child who has special health care need to experience life differently than other families. Parents appear to carry the larger burden of care and may feel a need to be with their child at all times and experience stress related to coping with the heavy load of caregiving. the current descriptive research design is aimed to identify existing coping strategies of parents who have children with special needs and determine whether there is a relationship between coping strategies and the parents' demographic variables.

METHODS

The current research design was a descriptive design aimed to identify the coping strategies of parents who have children with special needs and determine whether there is a relationship between the coping strategies and the parents' demographic variables. Parent's demographic characteristics include age, marital status, educational level, number of children, sex and birth order of the child with special needs, family monthly income, and the nature of the child's disability.

RESULTS

Descriptive statistics will be reported on each of the five subscales, as well as the results of the open-ended question. This section will also discuss any significance found between demographic variables and coping strategies. more than one third (31.5%) of studied parents,their ages were more than forty years and the highest percent (47.9%) of them had a middle level of education. In relation to marital status, the majority (91.15%) of studied parents were married. Concerning the number of children, more than two thirds (68.5%) of parents had four or more children and (5.5%) of them had one child. In relation to the birth order of the child with special needs, the ranking of (40.4%) of them was the fourth or more. As regards the sex of the child with special needs, more than half of them (51.4%) were male. Regarding monthly income, more than half (52.7%) of studied parents, their income was sufficient while the income of (47.3%) was not sufficient.

DISCUSSIONS

In general, parents of children with special needs are more withdrawn from society. However, previous reports have observed that some parents actively participate in parental self-help support groups. These parents tend to be educated with higher intellectual function, stable family backgrounds, no financial difficulties, efficient and motivated. Parents' attitudes, rather than their children's level of disabilities, seem to be the main determinant for active social participation.

KEYWORDS: children with special needs

SUBMISSION ID: R04A-CAVITP-1629

Coping Strategies of Selected Parents of Children with Difficulty on Performing Adaptive Skills

Caroline Nachor, Buhi SPED Integrated School

Abstract

INTRODUCTION
Parenting is a difficult task. Being devoted to the family's welfare is such a big responsibility one could ever spend his time with. In view of these, the researcher focused to study on the hardships experienced by parents of children with difficulty in performing adaptive skills and how they try to cope with the difficulties attributed to the rearing of such special child with special educational needs. This study intended to look into the various coping strategies used by parents of children with difficulty in performing adaptive skills and the significant difference in their respective coping strategies..

METHODS
A descriptive survey design and t-test statistical method were used. There were 15 pairs of parents of learners with difficulty in performing adaptive skills, who served as the respondents of this study. They were chosen through purposive convenience sampling derived from a parental support group that supports the learners and parents of learners with difficulty in performing adaptive skills.

RESULTS
The results of the t-tests at 0.05 level of significance revealed that there is no significant difference in the mean scores of the fathers and mothers in any of the 8 coping strategies used. The present study revealed that fathers often use confrontative coping and positive reappraisal as their coping strategies. There was no significant difference in any of the coping strategies of the fathers and the mothers. The differences may extend up to the various ways on how each parent learn to cope with the stress of rearing a child with difficulty in performing adaptive skills. Because the respondents are made to be aware of the helpful ways to function in the midst of rearing a child with special educational needs instead of withdrawing from the situation. Results indicate that parents of learners with difficulty in performing adaptive skills experience significantly higher levels of stress in comparison to all other parent group populations.

DISCUSSIONS
The number of respondents was not enough to generalize the applicability of the findings to a bigger group. It is recommended that further studies be conducted to prove the findings presented in this study, using a bigger sample group. For future studies on the same issue, the age and the gender of the child with difficulty in performing adaptive skills be considered for expanding the present study.

KEYWORDS: parenting

SUBMISSION ID: R005-CAMSUR-0018

Corrective Feedback Strategies in English Language Class and its Influence to Students' Self-Efficacy and Speaking Performance

Janice Daef, Department of Education - Quezon

Abstract

INTRODUCTION
In second language acquisition (SLA) errors are considered a natural part of the learning process and a sign of students' efforts to produce the target language. Feedback is defined as an immediate response to learners' errors and in order for feedback to be effective, it needs to inform the learners whether their answers are correct or not, as well as provide them with enough information and guidance to produce the correct target form. Ammar and Spada (2007) broadly stated that corrective feedback is the information following an error produced by the language learner.

The study investigated the corrective feedback strategies in the English language class and its influence on grade 8 students' self-efficacy in speaking performance in Lucena City National High School and Quezon National High School for the academic year 2017-2018 with an end view of proposing a guide. It also sought to determine students' speaking errors; the corrective feedback strategies used by teachers in English classes with regards and the level of students' self-efficacy belief in speaking performance. Moreover, it aimed to reveal which of the corrective feedback strategies predict students' self-efficacy belief in speaking performance.

METHODS
Using the descriptive method, 167 students-respondents were subjected and their responses were transcribed and analyzed through frequency and percentage, weighted mean, and multiple regressions.

RESULTS
It was revealed that phonological errors constitute the most number with 38 or 40.43% followed by grammatical (28.72%) and lexical errors (23.40%). Explicit correction is the most widely used corrective feedback strategy (26.60%) followed by repetition (20.21%), clarification request (13.83%), recast (11.70%), elicitation (6.38%), paralinguistic signal (5.32%), and the added categories such as "no correction' (10.64%) and "supplying' (5.32%). Students' level of self-efficacy belief in speaking performance is described as a moderate extent (3.11 AWM).

DISCUSSIONS
The corrective feedback strategies do not predict to a great extent the self-efficacy belief in speaking class. A guide in using the corrective feedback strategies has been developed based on the results of the study and is ready for validation. It was recommended that patterns of corrective feedback strategies may also be investigated in line with errors committed by the students in the speaking class.

KEYWORDS: corrective feedback strategies, self-efficacy, speaking performance, English language class

SUBMISSION ID: R04A-QUEZON-0246

Correlates Mathematical Problem Solving Skills and Reading Comprehension of Grade 6 Pupils of Pallocan East Elementary School

Madelyn Fajutnao, Sampaga Elementary School, Division of Batangas City

Abstract

INTRODUCTION
Problem-solving in Mathematics and reading comprehension go hand in hand. Solving Math problems entails or requires the students to do or apply two skills at the same time- reading and computing. It is a two-edged sword which the student should conquer. The purpose of this study is to correlate Mathematics problem-solving skills and reading comprehension of Grade 6 pupils of Pallocan East Elementary School SY 2016-2017.

METHODS
The study was descriptive and used both quantitative and qualitative methods. In gathering data for reading comprehension, the researcher utilized the result of PHIL-IRI. Furthermore, the researchers also used a research-made mathematics problem-solving skills test to determine the performance of the pupils in Mathematics problem-solving skills. The test will consist of twenty (20) items involving four fundamental operations in which every operation will consist of five (5) items. Each item will be given a weight of one (1) point.

RESULTS
Based on the PHIL-IRI result, the majority of the pupils fall under the frustration level. It was found out that 74.19% of the pupils are below in a satisfactory level of performance in solving mathematics problem in which 45.16% belongs to very poor performance and 29.03% described as poor. On the other hand, 12.90% of the pupils have very satisfactory performance in solving mathematics problems. In general, 25.80% of the pupils meet the satisfying score in solving mathematics problems.

DISCUSSIONS
In light of the above findings, it was concluded that reading comprehension is important in solving mathematics problems. Mathematics, in general, is an important subject because of its practical role to a person and society as a whole. However, before a student can successfully solve a problem, he has to possess good reading comprehension, analytic and computational skills. Thus, problem-solving is a reading activity and it is very clear that reading skills are apparent in solving word problems and nobody can solve it unless he knows and understands what he reads.

KEYWORDS: reading comprehension, problem-solving skills

Correlates of Academic Performance in Pupils Under a Feeding Program

Jessica Soliman, Department of Education

Abstract

INTRODUCTION

Parents' schooling experiences and expectations for the family can strongly influence their decision on the education of their children. While the intellectual stimulation from a primary grade teacher could offer the first formal academic experience to a child, the home environment exerts the strongest influence on a child's academic performance. School feeding (SF) has long been a welfare scheme adopted in the Philippines but there are very limited empirical studies that assessed its effectiveness.

METHODS

From a set of socioeconomic factors and anthropometric measures, the present study determined which of them are significantly associated with the composite final grade of pupils. All recipients (N=80 malnourished primary schoolchildren were served lunch) of the "Busog- Lusog-Talino" School Feeding Program in San Carlos Elementary School, Tabaco City for two school years were participants to the study. Pearson correlation analysis revealed that parents' education and pupils' concurrent body mass index (BMI) are positive explanatory factors correlated with the final grade.

RESULTS

Upon the start of the feeding, all pupils had either wasted (W, 86.25%) or severely wasted (SW, 13.75%) nutritional status with a mean BMI of 12.4. However, at midline, there were already 56.25% of pupils with normal nutritional status. This significantly increased to 95% at the endline measurement. The proportion of wasting among the children was also significantly reduced to about 44% at midline while only four pupils were with wasted status and the rest had normal BMI at endline. BMI of the pupils increased significantly from baseline to midline than to endline indicating relative success of the feeding program. Differing from many studies where mother's education had commonly been a dominant and only parent gender significant factor to pupils' academic achievement, the study revealed that under circumstances of poor family economic status the education of fathers had higher association than mothers'.

DISCUSSIONS

Research findings on how fathering may influence children's educational outcomes to point to direct and mediated or indirect effects. Father's involvement includes not only the time spent by fathers' with the child, their activities with the child but also relational aspects described as warmth, support, decision making, monitoring, and gender-promotion, especially for sons. Although it was found that parents' education is the most influential correlate associated with the final grades, and BMI increased with the school feeding, parents' education was rather low and quality nutrition may not have been provided in the homes after the BLT meals. To be effective, school feeding has to be regular, continual and should be sustained in the homes to have lasting value in enhancing academic outcomes for schoolchildren.

KEYWORDS: anthropometrics, malnourished pupils, correlation, school-feeding program

SUBMISSION ID: R005-TABACO-0034

Correlating Financial Literacy with Financial Management Capability of Public School Teachers of Pagbilao,Quezon

Gina Grezula, Talipan NHS

Abstract

INTRODUCTION
The researcher looked into the correlation of financial literacy to the financial management capability of public school teachers of the Pagbilao District. The result of the study may sound very obvious taking into consideration the rampant problem of illiteracy of Pagbilawins when it comes to money matters. But from this effort of making them realize the importance of the study, this will lead to the possible moves and actions to be formulated to at least lessen the problems if not eradicate all.

METHODS
The researcher used descriptive method since it best fit this kind of study as well as the combination of quantitative and qualitative method of research for the reason that it needed both methods to come up the reliability of the result. The researcher devised questionnaires which are a product of her professional readings. The researcher-made questionnaire has five parts. It made use of a descriptive-correlation method of research to explore the relationship between financial literacy and financial management capability. A statistical measure such as percentage, weighted mean, and t-test analysis was used.

RESULTS
Based on the gathered data and findings of the study, the following results were revealed. (1) It posited that demographic profile typically were females, 41-50 years, living in a rural area, graduate of a Bachelor's degree, and was earning PhP 15,000-PhP 24,999. (2) The financial literacy of the respondents posited an agreed level of response. (3) The level of financial management practices appeared to post an agreed response. (4) The financial management capability of the respondents showed an agreed level of response.

DISCUSSIONS
The researchers believed that the teacher specifically with a low level of financial literacy and financial management capability should equip themselves with the necessary and required knowledge in financial management. The respondents should improve their skills and competencies in investment management and its decision-making processes to make sure of an extra income and not to rely on the salary alone.

KEYWORDS: Financial literacy, Management Capability,

SUBMISSION ID: R04A-QUEZON-0279

Correlation between Academic Performance and Student's Leadership Qualities of Selected Students of Pambayang Kolehiyo ng Mauban

Laizel De Los Reyes, Looc Integrated School

Abstract

INTRODUCTION
A leader could be any humble person with a good cause. According to Owens and Valesky (n.d.), a leader is also believed to be good for the people and not only looking for his benefits. The leaders are essentially idolized however school leadership has an effect on student achievement by playing a central goal in nurturing the internal condition for developing school instructions as well as maintaining positive school and community relationships. So, the leader is a person who has a vision drive and a commitment to achieve them and to make it develop. Thus, this study aimed to correlate between the academic performance and student's leadership qualities of the selected students of the said school.

METHODS
This research study used the comparative method to determine the relationship between academic performance and the qualities of being a leader of selected officers of the school organization of Pambayang Kolehiyo ng Mauban. Moreover, Pearson Product- Moment Correlation Coefficient was used.

RESULTS
Based on the data gathered, it was found out that the mean academic performance of selected students obtained the mean score of 1.76, while the leadership quality obtained 1.28. From the computed r-value between the academic performance and the leadership qualities of the selected students are -0.2496 which is greater than the tabular value of -2.02 at 5% level of significance which means that the leadership qualities does not affect the academic performance of the student leaders.

DISCUSSIONS
The results demonstrated that the students need to practice and develop their ability to lead the said organization where they belong. As a leader, they should have a word of honor, the distinction between right and wrong.

KEYWORDS: academic performance, correlation, student leadership quality, comparative

SUBMISSION ID: R04A-CALAMB-0323

Correlation between Job Satisfaction and Years of Service of Senior High School Teacher

Charlotte V. Alcana, Gladys Pei V. Barbuco, John Rafael L. Felizardo, & Mary Ann M. Anadella, Munting Ilog NHS

(Adviser: Noel Anciado)

Abstract

INTRODUCTION

Most researchers have already investigated and correlated job satisfaction with age, gender, and demographic profile of employees. In previous research, it was found out that there is a relationship between the said variables. This has been proven by some studies conducted by Rhodes (1983) and Ssesanga and Garrett (2005). Former studies have always focused on correlating demographic profiles with job satisfaction. However, in this present study, the researchers tried to determine how does years of service affects the job satisfaction of the respondents.

METHODS

In the current study, the researchers used a descriptive-correlation approach. The total number of full-time senior high school teachers responded to a modified survey questionnaire divided into two parts and four categories. Mean and Pearson r was utilized to interpret the collected data.

RESULTS

The findings showed that the respondents' level of job satisfaction is high with a mean of 3.84 and an average year in service of 4.53. On the other hand, the fourth category in the questionnaire which is the school administration got the highest score with an average of 3.97, followed by category 3, the work interaction with 3.95, then category 2, the workplace with 3.79, and the lowest, the physical and emotional health at work category with a mean of only 3.69. All these scores can be described as high. The results also revealed that there was no significant relationship between job satisfaction and years of service.

DISCUSSIONS

The outcomes demonstrate that the participants experience a very satisfactory workplace, school administration, physical and emotional health in the workplace, and were able to establish a very good interaction with other people at work. Since the results showed that there was no significant relationship, it can be concluded that the length of time the employees spend in the organization cannot guarantee that they are satisfied with their jobs.

KEYWORDS: Job Satisfaction, Years of Service

SUBMISSION ID: R04A-CAVITC-0035/ R04A-CAVITP-1513

Correlation between Job Satisfaction and Years of Service of Senior High School Teachers

Charlotte Alcana, Gladys Pei Barbuco, John Rafael Felizardo, & Mary Ann Anadella, Student

Abstract

INTRODUCTION
Most researchers have already investigated and correlated job satisfaction with age, gender, and demographic profile of employees. In previous research, it was found out that there is a relationship between the said variables. This has been proven by some studies conducted by Rhodes (1983) and Ssesanga and Garrett (2005). Former studies have always focused on correlating demographic profiles with job satisfaction. However, in this present study, the researchers tried to determine how the year in service affects the job satisfaction of the respondents.

METHODS
In the current study, the researchers used a descriptive-correlation approach. The total number of full-time senior high school teachers responded to a modified survey questionnaire divided into two parts and four categories. Mean and Pearson r was utilized to interpret the collected data.

RESULTS
The findings showed that the respondents' level of job satisfaction is high with a mean of 3.84 and an average year in service of
4.53. On the other hand, the fourth category in the questionnaire which is the school administration got the highest score with an average of 3.97, followed by category 3, the work interaction with 3.95, then category 2, the workplace with 3.79, and the lowest, the physical and emotional health at work category with a mean of only 3.69. All these scores can be described as high. The results also revealed that there is no significant relationship between job satisfaction and years of service.

DISCUSSIONS
The outcomes demonstrate that the participants experience a very satisfactory workplace, school administration, physical and emotional health in the workplace, and are able to establish a very good interaction with other people at work. Since the results showed that there was no significant relationship, it can be concluded that the length of time the employees spend in the organization cannot guarantee that they are satisfied with their jobs.

KEYWORDS: job satisfaction, years of service, senior high school, teachers

SUBMISSION ID: R04A-CAVITC-0035/ R04A-CAVITP-1513

Correlation between Perceptual Learning Style Preferences and Academic Performance in Earth and Life Science of G-11 Students of Pantay Integrated High School

Bayani Vicencio, Master Teacher

Abstract

INTRODUCTION
The current study investigated the learning style preferences of 50 Grade-11 students studying Earth and Life Science at Pantay National High School in response to a need for improving the learning of science among Senior High School students. This paper applied Reid's (1995) taxonomy of six learning style preferences (visual, auditory, kinaesthetic, tactile, individual and group) to classify the learning styles of the students of this study and determine how it relates to the academic performance of students.

METHODS
A mixed method approach has been employed in this study. This approach consists of a concurrent methodology in which quantitative methods represented by questionnaires are combined with a quantitative instrument, represented by semi-structured interviews to verify the results. A 4-point Likert Scale Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Reid (1998) was adopted in this study. For the analysis and interpretation of the data gathered, frequency count and percentage, ranking, weighted mean, chi-square test, and Pearson Moment of Correlation were used.

RESULTS
Results show that most of the students belong to the age group of 16; most of them are female, on gender more participants is male and most of the respondents are enrolled in the strand of CSS. The Individual learning style is the most preferred learning style preference of the respondents. There is a significant relationship between the students' profiles and their preferred learning style as shown in the Chi-square computations. All the chi-square computed values are greater than the critical value at the 0.05 level of probability thus the null hypothesis was rejected. There is a significant relationship between students' learning style preferences and their Performance Level in Earth and Life Science subject.

DISCUSSIONS
As emphasized by the National Science Teachers Association in United State(2004), Science teachers should develop classroom activities that focus more kinaesthetic and tactile styles that will encourage students in hands-on activities in order to increase retention of facts, findings, and concepts. Teachers should adopt multiple or varied teaching strategies, approaches, and techniques in order to accommodate the different and multiple learning styles of their students. There should be a continuing program (e.g. seminars, workshops, and conferences) on teaching strategies that would update and boost the competencies of the teachers.

KEYWORDS: learning styles, learning preferences, perceptual learning style preference, Earth and Life Science

Correlation of Mathematics Anxiety and Mathematics Academic Performance of Grade 9 Students

Lonevie Sunio, GSP

Abstract

INTRODUCTION

Mathematics is a vital subject in all levels of education in which many students want to do well, but are hampered by many obstacles. The subject is challenging students must still grapple with the internal fears associated with Mathematics anxiety. In Gamut National High School, results showed that Mathematics subject obtained the least mean percentage score among other subjects with a mean score of 53.94% which was far below the standard passing rate of 75. With that research in mind, the first purpose of this study was to look at math anxiety and how it affected students' achievement of grade 9 students. The second purpose was to better understand the issues related to math anxiety so policies and strategies can be implemented to reduce math anxiety.

METHODS

The study aimed to determine the correlation of students' mathematics anxiety to their mathematics achievement in the first grading period. It utilized the descriptive survey method to answer the research problems posed at the beginning of the study. It used the adapted questionnaire to generate data. The respondents of the study were all the grade 9 students of Gamut National High School, Gamut, Tago, Surigao del Sur comprising the seven sections namely Avogadro, Calvin, Dalton, Newton, Rutherford, STE, and Thomson. Weighted mean and Pearson-Product Moment correlation was the statistical tools used to interpret the gathered data.

RESULTS

Results revealed that the level of mathematics anxiety got an overall weighted mean of 3.09 which indicates "undecided" as perceived by the respondents from seven (7) sections namely Avogadro, Calvin, Dalton, Newton, Rutherford, STE, and Thomson. Mean academic performance in Mathematics is also determined. A weighted mean of 80 percent to a satisfactory category, as perceived by the students, is also seen which implies a positive outlook in their academic performance. The level of Mathematics anxiety and Mathematics academic performance of the Grade 9 students based on their Mean grade has no significant correlation.

DISCUSSIONS

The correlation of the Mathematics academic performance and Mathematics anxiety of the students had no significant correlation. It implies that the student's level of Mathematics anxiety did not affect the students' Mathematics academic performance of the students.

KEYWORDS: Mathematics Anxiety, Mathematics Academic Performance

SUBMISSION ID: R013-SURSUR-0219

Correlation of Mathematics performance tasks in stress levels of Grade 11 Senior High School (SHS) Students

Paul Patrick Taligon

Abstract

INTRODUCTION

The new set of students from Junior High School (JHS) experiencing difficulties when it comes to the workload of the Senior High School (SHS). The study was trying to better understand the relationship between the stress levels that Senior High School (SHS) students experiencing with regards to their Mathematics subject.

METHODS

In this study, the research design used is called Phenomenology. Using strong evidence based on Hart and Staveland (1988) and The Reciprocal Theory, we conducted a qualitative analysis through interviews in order to accomplish our objectives and identify the Correlation of Mathematics performance tasks in stress levels of 20 Grade 11 Senior High School (SHS) Students.

RESULTS

The findings showed the reason why students in Grade 11 Senior High School are not good at mathematics. Whereas it is because for the first time became a student, they don't take math seriously, full of understanding, consistency, and determination. In addition, each student knows that math is complicated but meaningful yet in the end, they always accept that they're defeated in every difficulty in mathematics that causes some health problems and also affects the student's perception and academic performance in different subjects, especially in math. Also from the results, they often said that they will do their best but when they facing the journey with mathematics, they started to push the break of understanding and stopping the machine of knowledge until it begins to have grease that can affect their whole being.

DISCUSSIONS

The results led to the conclusion that students from lower grade levels need to pursue their selves to understand and answer the questions regarding mathematics so, in Senior High School, they will follow and cope with the requirements. Moreover, the teachers should enhance their teaching strategy and approach to the students so the students' capacity to learn and their thinking skills will fit on their grade levels. Therefore, students and teachers must have a connection in different aspects, especially on the teachers' teaching skills and students need to have a strong personality that he/she can't quit in math subject and to their teachers.

KEYWORDS: Keywords: Math Anxiety (MA), Health Problems, Performance Task , Senior High School (SHS) Students , Socio- Economic Status, Stress-or, Stress Level, Workloads

Correlation of NAT Results of Fourth Year to their Academic Achievement in English, Science and Mathematics for an Enhanced Action Plan

Rina Gonzaga, Department of Education - Batangas

Abstract

INTRODUCTION

This study was conducted to determine the correlation between the NAT results of fourth-year students to their academic achievement in English, Science, and Mathematics in San Pedro National High School, Sto. Tomas, Batangas.

METHODS

This research follows descriptive research design which utilized survey as main research method.

RESULTS

The highest mean in NAT Results of Fourth Year students is English and the lowest mean in Mathematics while in Academic Achievement of the students the highest grade they received is in the subject of Science and the lowest grade is in English.

DISCUSSIONS

The study was unique in the sense that it was only the first time that the NAT results in English, Science and Mathematics learner's achievement was interpreted and analyzed for a good purpose for the school. It shows that there is a need to design enhancement programs in mathematics.

KEYWORDS: Correlation, NAT Results, Academic Achievement, Enhanced Action Plan

Correlation of Parent-Assisted Modular-Based Materials in ENSCIMA and Academic Performance of Grade VI Pupils

Regine Krizelle Catapang, Department of Education - Calamba City

Abstract

INTRODUCTION

A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Therefore, ultimately the parents are their first and most important teacher. In this study, we designed an alternative mode of instruction through parent assisted module where students learn with the help of their parents. The students work on their own and the parent's role is to guide and monitor the progress of the students in doing their individual tasks. With the use of the modules, students work on various activities that are interesting and challenging enough to maintain focus and attention. Students engage themselves in the learning the concepts presented in the module.

METHODS

This study used a descriptive method of research. Using modules and survey forms prepared by researchers, a total of 40 pupils and parents were involved in the study. The frequency and percentage distribution were used in presenting the parent attitude toward schooling and student study habits. Concerning the pre-test and post-test results of grade six pupils simple mean was used. To establish the relationship between parent-assisted modular based instruction in ENSCIMA and academic performance, the Pearson product-moment correlation was used.

RESULTS

The results demonstrate the need for improvement of the module in order for the innovation to be effective. Parents must be very active in assisting their children in answering the activities in the module. Academic performance of the students can be improved if the students are interested in the subject and willing to learn. Teachers must be aware of students' diversity and way of learning to further enhance their teaching capabilities in designing material for improvement and innovation.

DISCUSSIONS

The results demonstrate the need for improvement of the module in order for the innovation to be effective. Parents must be very active in assisting their children in answering the activities in the module. The academic performance of the students can be improved if the students are interested in the subject and willing to learn. Teachers must be aware of students' diversity and ways of learning to further enhance their teaching capabilities in designing material for improvement and innovation.

KEYWORDS: parent-assisted module, academic performance, pre-test, post test

SUBMISSION ID: R04A-CALAMB-0191

Correlation of Spiral Progression and Mother Tongue - Based Multilingual Education (MTB-MLE) Integration in the Grade 11 Curriculum

Nicole Duarte

Abstract

INTRODUCTION

Finding the relationships between language and education is important since it is one of the vehicles that enable students and teachers to foster understanding and communication in the classroom. However, with the heavy stress of the current educational system on the English language, this now raises the question as to whether spiral progression (starting with a small concept and expanding it into practical applications) and the Mother Tongue-Based Multilingual Education (MTB-MLE) method in the Grade 11 curriculum affects students' learning and their perspectives about the said methods.

METHODS

This research has been done with the usage of the descriptive - qualitative research design, to determine the perceptions of the respondents regarding the two methods. Through this, the researcher gathered 180 respondents from the Grade 11 sections of Bucal National High School and then used a questionnaire that has been tailored to the needs of the research. The results gathered were compiled, analyzed, and then presented via the tabular and verbal manners for better understanding.

RESULTS

Based on the research, the Grade 11 students are more comfortable with the usage of the Filipino language into their lessons, while it is also noticeable that the respondents have observed that their teachers often use the English language during their classes. Still, there is also a noticeable fact that both the teachers and the students have used a mixture of the Filipino and English languages when they are talking to each other. With this, the researcher has also found out that the students experience difficulty in understanding the lesson when the English language is used.

DISCUSSIONS

With these results, it can be determined that there should be practices done among the Grade 11 students to further hone their grasp of both their local language and the English language. Even if there is a greater emphasis on the value of English fluency in the present curriculum, proper balances of the languages used in the classroom must be maintained to have efficient learning and learners in the class.

KEYWORDS: spiral progression, correlation, communication, learning, fluency, understanding

SUBMISSION ID: R04A-CAVITP-1618

Correlational Analysis of Technology-Based Instructions in Science and Academic Performance of Grade III Pupils

Analiza Cacao

Abstract

INTRODUCTION

The uses of ICT has become more common during the last two decades with the existence of the internet and the World Wide Web. The internet is fast becoming the largest collection of information in the world. Importantly, teachers can use the internet to enhance teaching and learning, but this strategy needs to be well structured and sequenced. Technology is becoming a necessity in the field of teaching. The use of technology allows teachers to diversify their lectures, display more information, and enhance learner's learning. Using different technologies in the learning center can help teachers save time and energy and allow for more attention to the other component of the program. There are many different learning materials available to teachers in order to help them with their teaching.

METHODS

The researcher used the descriptive method of research for the researchers believe that this is appropriate for their study. The researcher is also guided with the definition of the descriptive method of research is given by Good (2015) who professed that this method is directed in ascertaining the normal typical and current conditions existing in a particular place.

RESULTS

This study will contribute to the discovery of the need for quality instructions in terms of ICT integration. It will also be contributory to the development of good educational programs in terms of instructions with the proper introduction of various technologies to be used in classroom instruction. This will also serve as the basis for an in-service training program, workshops and other professional activities to build more competent teachers that will develop competent students and teachers in terms of ICT integration.

DISCUSSIONS

Science at the elementary level should be taught using the necessary technology based instructions for better concept formation. Information technology teachers and faculty members of the department are encouraged to use the proposed online learning facility to expose them to the innovation that would enhance their teaching strategies. Training on ICT utilization must be conducted regularly in schools, district, and division levels. The teachers should be educationally equipped and have the appropriate knowledge in proper usage and application of ICT in their teachings. The school heads should maintain and encourage a well develop evaluation procedures on the teacher's development in terms of ICT utilization.

KEYWORDS: Education

SUBMISSION ID: R04A-BATANP-1372

Correlations between Science Process Skills and Test - Taking Abilities among Grade VIII Students: Input in Designing Test Matrix

Raquel Coronado, Talangan Integrated National High School

Abstract

INTRODUCTION
The primary concern of this study was to identify the correlations of the Science Process Skills and Test-taking Skills of Grade VIII students in Nagcarlan District, Laguna. The study was intended to determine the level of performance in Science Process Skills acquired of grade VIII students and its correlations to their test-taking skills that will serve as an input in designing test matrix.

METHODS
In this study, 174 students of the four Secondary schools in Nagcarlan District served as respondents. In conducting the study, the researchers used a test as an instrument which consists of 150 items of multiple choice. The test was validated by experts and Science teachers from different schools. The students' scores in each component of the tests were also presented using the statistical treatment of mean, frequency, standard deviation, and Pearson's Correlations. The weighted mean and standard deviation were presented clearly shown the significant and not significant factors of the study to identify the correlations of the Science Process Skills and test-taking abilities of Grade VIII students.

RESULTS
Based on the respondents' test results, it shows that the level of performance in observing and measuring skills are in Approaching proficiency level while in classifying, inferring, making hypothesis interpreting data and defining operationally are in developing level. The respondents' level of test-taking skills based on their test results are in Developing level in terms of factual recognition, concept formation, critical thinking, pattern recognition, logical reasoning, simplicity of explanation and planning and organization while in the beginning level was the objectivity of observations.

DISCUSSIONS
There was a significant correlation between Science Process Skill and Test-taking abilities except in observing as to factual recognition, simplicity of explanation and planning and organization skills as well as making a hypothesis as to the simplicity of explanations. Another is interpreting data as to pattern recognition and simplicity of explanations. Since the majority of the skills were correlated the hypothesis that states that there was no significant relationship between the respondent's Science Process Skills and their test-taking abilities were not supported. It is recommended that developing basic Science Process skills should be included in the curriculum objectives starting Elementary since those skills are significantly related to their Test-taking abilities.

KEYWORDS: SCIENCE PROCESS SKILL, TEST-TAKING ABILITIES, TEST MATRIX

SUBMISSION ID: R04A-LAGUNA-0272

Counselor's Educators Teaching Practices: A Perspective from the Students

Arllen Lopez & May Masajo, Sta. Anastacia E/S Batangas

Abstract

INTRODUCTION

Teachers play a vital role in the development of the students. The way they teach or deliver the subject matter greatly affects the learning outcomes of their students. This study aimed to determine the perspectives of the students about the teaching practices of counselor educators.

METHODS

The design of this study was explanatory sequential in which the researchers combine fundamentals of qualitative and quantitative research approaches for the purposes of richer data and a deeper understanding of the results This was based on the framework rationale and purpose model in which four rationales for designing mixed research studies were identified: participant enrichment, instrument fidelity, treatment integrity, and significance enhancement.

RESULTS

Educators use discussion, group work and employ technology in teaching. The professors deliver lessons well and give information relevant to the topic based on their experiences. They deliver a lesson using different teaching strategies like sharing insight about scenarios and simulation. They conscientiously attend to the needs of the students academically. There are some situational activities in discussing the lesson and reporting for the students to better explore the assigned topics.

To sum up, what the observer had seen, the counselor educators practiced a student-centered approach in delivering the lesson where they allow the students to construct their own meaning and learning experiences by facilitating the transfer of learning through linking the concepts in real-life practices and experiences. They used simulation and role-playing as a tool in showing the students acquired knowledge, skills, and values need in the counseling process. They encourage their students to become more creative and think critically on the given scenario. Technology and ethics integration was seen in the lesson.

DISCUSSIONS

This study did not measure how effective was the teaching practices of counselor educators because the intention was just to report the actual teaching practices. It is recommended that the future researcher may do a study on the effectiveness of the teaching practices of counselor educators rather than exploration. Identification of best teaching practices may add to the body of knowledge in delivering the graduate programs effectively. In addition, students' perceptions were only used by this study; it did not include records or documents supporting the teaching practices. Only class observations were utilized to verify the findings.

KEYWORDS: Counselor educator, Teaching' practices, Student's perspective

Count Me in Everyday (CoME) Project: An Intervention in Addressing Absenteeism

Sandra Eva Fermilan, Department of Education

Abstract

INTRODUCTION

The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly. In recognition of the importance of regular school attendance to quality education, attendance becomes a priority goal (At-Risk Youth in Crisis Handbook,1993).

Learners need to meet the number of days required in school for their holistic development. Yet, it cannot be denied that chronic absenteeism exists among school learners.

Chronic absentee students are placed at a disadvantage both socially and academically. They miss out on critical stages of social interaction, peer development with a negative impact on their academic progress. This will lead to low self-esteem, social isolation and dissatisfaction. According to the (Marburger, 2001) states that difficulty inferring the effect of absenteeism on performance because once a student is absent in a class he or she may miss the opportunity of learning other techniques. He found that the missing in class progress the likelihood of missing examination material covered that day compared to the learners who were present in the class.

The existence of ten frequently absent pupils from Kindergarten to Grade V of San Jose Elementary School caught the attention of the researcher to conduct research-based intervention to note the root causes and a viable threat to this pressing problem on absenteeism.

METHODS

This study presents the research design, research sampling, data collection, ethical issues and plan for data analysis.

RESULTS

The results of this study demonstrated that using many interventions increase pupil's attendance was effective in reducing the number of absences for the members of the group. The study found that using feeding, awards and recognition, especially the use of daily check-in log increased attendance, improved academics, and created a sense of belongingness.

After the five-week intervention, thirty percent of the pupils increased attendance during the action research.

DISCUSSIONS

The students were motivated by using these interventions. The review of the literature indicates there are many facets of pupils absenteeism with many different strategies used to fight the problem. The pupils also discussed how the check-in made them feel special and proud.

KEYWORDS: sandraeva

SUBMISSION ID: R013-SURSUR-0291

Couple Teachers Assigned in the Same School: Clarifying Their Differentiated Roles for Further School's Improvement

Gavino Marasigan, Department of Education, Rosario West Central School

Abstract

INTRODUCTION
Contemporary couple teachers have become an interesting subject of research for they confront the reality of three careers: his, hers and their family career, which directly affects the performance of the school where they belong. The research explored the differentiated roles of the couple teachers working in the same school and investigated the advantages and disadvantages that working in the same place have, the different ways that couple teachers handle issues and the ways they contribute as couples to the school's achievement.

METHODS
The study used a descriptive qualitative research process that involves interview and content analysis to gather and describe the information about the present existing conditions of a couple of teachers. The affinity diagram was also utilized to allow comparison and contrast of the answers and to provide appropriate findings.

RESULTS
The study revealed that teachers' profile has contributed to the enhancement of personal and professional aspects of a couple of teachers. It was found out that being in the same workplace creates more advantages than disadvantages, especially if a couple of teachers have effective time management and constant communication to address various issues. It was shown in the study that being in the same school allows the couple teachers to accomplish various tasks successfully by working together in realizing their goals to help the school to further improve its achievements. Thus, the study suggested that the other pairs of couple teachers in the district should work in the same school.

DISCUSSIONS
The results of the study serve as an eye - opener for the school to support and understand how much the couple teachers contribute to the school's success. It is also beneficial for the couples to deeply understand their roles and to be more motivated to continue to use their relationship skills in helping the school achieve its goals.

KEYWORDS: couple teachers, gender roles, school achievements

SUBMISSION ID: R04A-BATANP-1585

Courtesy Check Scheme in Recharging 21st Century Classroom Courtesy of Grade 7 Students at San Pedro National High School

Generosa D. Millano, Lorna M. Custodio, & Placida M. Mardo, Department of Education - Batangas

Abstract

INTRODUCTION

We, Filipinos, are generally courteous in nature. In fact, the Philippines is among the least rude countries for foreign tourists as revealed by the survey conducted by a leading European travel site. In the classroom setting, the 21st-century Filipino learners have gone a long way from the customary Filipino way of expressing courtesy. In this study, the researchers intended to uncover how students show courtesy to their teachers and classmates inside the classroom.

METHODS

The researchers conducted a survey utilizing a checklist among the Grade 7 students. The first part of the checklist intended for the students contains the respondents' perception of courtesy in dealing with their teachers and classmates. The second part of the checklist intended for the teachers assessed the students' actions showing discourtesy. The gathered data were collected, tallied and interpreted. The mean rating of the responses was computed and the data were presented in tabular form.

RESULTS

The students' perceived courtesy towards their teachers and classmates are on a High level even amidst the many factors influencing their behavior nowadays. The most common discourteous acts of the students inside the classroom as perceived by the teachers are being noisy in class, manifesting inattentiveness by doing other things and not listening to teachers.

DISCUSSIONS

Continuous monitoring of students may be conducted. Teachers may utilize the courtesy check scheme.

KEYWORDS: courtesy, recharging, classroom

SUBMISSION ID: R04A-BATANP-2067

CPR Strategy and Reading Comprehension Skills of Grade V Pupils of Rizal Elementary School

Leticia L. Martinez, Rizal Elementary School

Abstract

INTRODUCTION

Reading habit has been a problem for the learners to this modern technology age and should be addressed. The learners experience difficulty in reading comprehension and most of them neglected reading. For these reasons, the researcher conceptualized an intervention material that determined its effectiveness in improving the reading comprehension skills. CPR (Compilation of Practice Reading) is an accumulation of intervention reading materials with activities that develop vocabulary and comprehension skills of the learners.

METHODS

The study employed the descriptive-comparative type of research method. It employed also an action type of research which helped to improve the reading comprehension skills of the respondents. The study was conducted to the 21 Grade 5 learners of Rizal Elementary School of Diffun, Quirino using CPR as an intervention to improve their reading comprehension ability using the universal or take all techniques.

RESULTS

The pretest scores of the pupils before "CPR" was introduced presents that pupils achieved good scores in reading comprehension. This specifies the information that pupils performed the task given before it was conducted. The posttest scores of the pupils tell that pupils garnered very good scores. This affords data that pupils have improved in the task given as they performed very satisfactorily after the given intervention. It transpires that there is a significant difference and it implies that "CPR" the intervention was effective. In this study, it provides evidence that the intervention made is appropriate to the learners.

DISCUSSIONS

The results collaborate that one strategy of improving reading comprehension skills is through the use of printed materials and through repeated reading to reach a predetermined level of speed, accuracy, and comprehension. The use of this instructional method for enhancing pupils' engagement and active learning enhanced the reading comprehension skills of the pupils.

KEYWORDS: CPR Strategy, Reading Comprehension

Crafting Counseling Hours for the Common Behavioral and Emotional Problem of Selected Pupils in Bugaan Integrated

Cresenciana Untiveros, Segundina Brotonel, & Tessie Encarnacion

Abstract

INTRODUCTION

One of the basic aims of the Department of Education in the Philippines is to produce productive citizens by giving them quality education and instilling the core values. Public elementary schools in our country are having difficulties in handling pupils behavior in the school community. Misbehavior has a great impact on building a good school community and in achieving high performance of the learners themselves. Dealing with children's misbehavior is quite alarming nowadays. This behavioral problem has been an issue since then. And to deal with this quite alarming situation in Bugaan Integrated School, the researchers want to develop a counseling time for the pupils with behavioral problems that affect their academic performance.

METHODS

The main instrument used to solicit for information was the survey questionnaire. The self-administered questionnaire has been distributed to the respondents. A self-constructed semi-structured interview had also been used.

RESULTS

Based on the pupil respondent's responses, their common behavioral problem is they lack enough initiative and motivation to go to school to study primarily because no one is pushing them to do so, while others also lack financial support. The major causes of intermediate pupils misbehavior are seeking attention from other people, especially to teachers, friends, and classmates. Some pupils find that they can gain the attention of others by anti-social behavior patterns further reinforced rather than discouraged. While there are some who responded that their pupils have family problems Last, is the impact on pupils' behavior towards learning. pupils are becoming incapable of learning every lesson once they misbehave. They tend to divert their learning capabilities to other useless doings, misbehavior may also lead to the inability of the pupils to comply with the requirements of the teachers. This is with the great possibility that pupils got failing grades.

DISCUSSIONS

It is recommended that parents should are a simple symposium for them to learn how they can help teachers to motivate the pupils to go to school and study, not to have an outlet of their misbehavior. Teachers should understand the reasons why pupils misbehave and must able to cope up with it and deal with it intelligently. The quality of the teaching-learning progress can be assured when pupil misbehavior can be controlled effectively. The school must establish counseling hours for those pupils who are misbehaving and provide specific action.

KEYWORDS: misbehavior, academic performance, discouraged, attention, intelligently, requirements, symposium, counseling,punishments

SUBMISSION ID: R04A-BATANP-2059

Crafting Learners Intellect in Mathematics for Better Performance (Project CLIMB) of Grade VI Pupils of San Juan Elementary School in the Division of Calamba City

Emeriza Red, San Juan ES

Abstract

INTRODUCTION

Mathematics VI got the lowest MPS among all subject areas for the last three school years (2013-2015). From 44.22% in SY 2012-2013 to 40.63% in SY 2013-2014 to 40.56% in SY 2014-2015. Furthermore, the First Periodical Test Result, S.Y. 2016- 2017, Mathematics VI obtained only 53. 96% MPS. The said MPS had 21.04 deviation from the targeted standard performance which is 75%. This very low performance of pupils in the National Achievement Test and Quarterly Test in Mathematics VI calls for intensive intervention.

METHODS

The researchers used Cooperative Learning employing only one activity in teaching Mathematics VI. Based on the observations conducted, 72 out of 98 pupils from the two sections passed while the remaining 26 pupils failed. These 26 pupils have been identified as the ones who always lagged behind. The solution was made after an intensive analysis of the problem.

RESULTS

The result showed that there is an increase of 1.24% from 51.88% to 53.12% after using differentiated instruction. In teaching Mathematics in a heterogeneous class, there is a need to identify the ability of each learner. Different kinds of activities should also be given to the pupils according to their level to properly address their individual needs.

DISCUSSIONS

The kind of strategy/approach the teacher uses must vary according to the pupils' individual capacity so in order to achieve better results from them. Teachers must focus more
on the process rather than the pupils' shortfalls.

KEYWORDS: Mathematics, Performance, Collaborative, Differentiated

Create and Promote Productive Partnerships with Stakeholders: Inputs to School-Based Management

Evelyn Sublay & Marites Precilla, Department of Education

Abstract

INTRODUCTION

The Department of Education has stepped up its efforts to decentralize education management through School-Based Management - a strategy that is expected to improve the Department's operating efficiency and upgrade education quality. The SBM was designed to improve student outcomes through two main venues: by empowering the school community and by enhancing transparency and accountability. The key element of SBM is the creation of productive partnerships with stakeholders and makes these partnerships sustainable. Partnerships with stakeholders need to be created and sustained to ensure that shared governance materializes. However, it becomes a challenge for most schools to create and sustain productive partnerships with stakeholders who are either immobilized or with a lesser degree of participation. With these foregoing insights, the researchers wanted to identify the best practices of schools with productive partnerships and benchmark on these practices thus creating possible ways of helping schools with relatively less productive partnerships.

METHODS

Consensual Qualitative Research Method was utilized in the conduct of the study. The essential components of CQR include open-ended questions, several judges, consensus, one auditor, domains, core ideas, and cross-analysis. The respondents of the study were carefully chosen based on the required criteria using set parameters for schools with productive partnerships. Likewise, school heads, head teachers and teachers from these selected schools were included to answer the semi-structured questionnaires. The data provided by the respondents were put under data analysis. Following the specific guidelines for conducting CQR, data were collected using semi-structured interviews prior to analysis and were initially coded into domains based on the emerging data. Data were analyzed using a consensus method to determine domains and core ideas for each case, and compared data across cases to establish the generality of findings within the sample.

RESULTS

Respondents' overall perceptions are presented using a thematic approach. CQR presented results in terms of general, typical and rare outcomes. Four themes emerged: Theme 1- Transparency and Open Communication with Stakeholders. General outcomes were effective, open and regular communication and transparency; two typical outcomes appeared in at least half of the respondents' responses including regular conduct of meeting, accurate and clear reporting of school's status and progress. Likewise, three rare outcomes appeared in at least two of the respondents' responses including sending communication to nearby companies through the parents who work in there, home visitation and social media. Theme 2- Awards and Recognition which identified one general outcome that thirteen to fifteen respondents discussed in their interviews such as recognizing stakeholders by giving awards or certificates; one rare outcome represented with two of fifteen of the respondents' responses was posting the stakeholders names on bulletin board, school publication or webpage. Theme 3- Ethical Partnership identified one general outcome where thirteen out of fifteen respondents discussed trust and respect. Within this theme, one typical outcome was represented by at least half of the respondents' responses including a positive attitude. Also, within this theme, three rare outcomes were represented by at least one or two of the respondents' respondents which include: patronizing stakeholders' product; teamwork; and understanding the demographic characteristics of the stakeholders., Theme 4- Involvement of Stakeholders which identified two general outcomes that 13 of the respondents discussed in their interview were inviting stakeholders in all school activities; community involvement in planning and decision-making. Within this theme, two typical outcomes were represented by at least half of the respondents' reported perceptions. These were investing time in partnership and updating stakeholders about the school's program.

DISCUSSIONS

Based on the results, a concrete system must be developed for productive partnerships with stakeholders to commence, a system that will identify areas to be addressed and define measures to carrying out efforts in the realization of this project. Therefore, an innovation in the form of a project plan will be initiated

by the proponents to serve as an initial guide in carrying out productive partnerships. Experiences of the selected schools with productive partnerships were considered in the crafting of the project plan.

KEYWORDS: School-Based Management, Stakeholders, Productive Partnership

SUBMISSION ID: R04A-CALAMB-0172

Creating Effective Teaching and Learning Environment: Bases for Promoting Collaborative Interaction among Pupils in the Selected Schools of Tabaco South District, of Tabaco City Division

Cristy Carual, Department of Education - Tabaco

Abstract

INTRODUCTION

The term "learning environment" suggests a place and space-a school, a classroom, a library. And indeed, much 21st-century learning takes place in physical locations like these. But in today's interconnected and technology-driven world, a learning environment can be virtual, online, remote: in other words, it doesn't have to be a place at all. The researcher would like to find out the relevance of the collaboration for communities of practice for teaching along with the child-friendly teacher, the ability of the teachers to impart knowledge with the learners, and open communication with the learners and stakeholders. Also, the contemporary beliefs and ideas by the teachers for the teaching and learning process along learning as a process of active engagement and learning as a social phenomenon.

METHODS

The descriptive inferential correlation method of research with documentary analysis was used in this study. Purposive sampling method was also used wherein the respondents of this study were taken from the seven (7) elementary schools. The main instruments used for gathering the data are the questionnaires.

RESULTS

The relevance of the collaboration for communities of practice for teaching along child friendly teacher, ability of the teachers to impart knowledge with the learners, and open communication with the learners and stakeholders and on the contemporary beliefs and ideas by the teachers for teaching and learning process along learning as a process of active engagement and learning as a social phenomenon were strongly agreed by most of the respondents. In addition, there was no significant difference in the agreement on the rank order on the relevance of the collaboration for communities of practice for teaching and on the agreement on the rank order on the contemporary beliefs and ideas about teaching and learning. As to the challenges encountered by the teachers for designing and facilitating learning in a networked environment it was strongly agreed by most of the respondents.

DISCUSSIONS

To make the professional learning community more functional, every teacher should manifest active participation in the analysis of effective instruction and student work, which focus on content focus, alignment with district policies and practices, and must have a sufficient duration to allow repeated practice and/or reflection on classroom experiences. Every member of the professional learning community should increase the commitment to create schools.

KEYWORDS: collaboration, environment, learners, teachers, stakeholders, community, effective

Creating HArmoNious Group Environment (C H a N G E) among Mathematics Teachers - cum Capacity Building

Loyd Botor, Palsong National High School

Abstract

INTRODUCTION
Creating Harmonious Group Environment (C H A N G E) among Mathematics Teachers - cum Capacity Building is a program for capacitating the Mathematics teachers of Palsong National High School on the contents, strategies, and assessment tools for the critical topics in Grade 7 Mathematics through sharing of best practices of the teachers during the School Learning Action Cell (SLAC) and transfer of learning through demonstration teaching.

METHODS
The researcher employed the descriptive method in determining the critical topics, best practices of the teachers in carrying out the identified topics, strategies they employ, and whether there was an improvement in the mastery level of the teachers after the implementation of the capacity building program.

RESULTS
Analyses of the data revealed that the critical topics in Grade 7 Mathematics are the key concepts and uses and importance of Statistics found in the latter part of the curriculum guide. The level of mastery of the teachers in these topics is "Good". In the delivery of critical topics, the teachers use discussion methods and cooperative learning. Among the best practices of the teachers in teaching the topics include: 1) the use of ICT in the discussion particularly to show to the students the various uses of statistics and in presenting data; 2) injecting humor in the discussion considering that statistics is a relatively new topic for Grade 7 students; 3) providing varied activities and allowing the students to learn concepts through these activities; and 4) relating the topics to real life situations to ensure a better understanding of the topics.

DISCUSSIONS
The results of the action research conducted indicate an improved mastery level among the Mathematics teachers along the critical topics identified. This can be a basis for the school to conduct a School Learning Action Cell on a regular basis not just in Mathematics but also in all other subjects.

KEYWORDS: competency; least-mastered skills; School Learning Action Cell (SLAC)

**Creating Opportunities in Understanding Practical Research and
Livelihood Education (Project COUPLE)**

Christopher Cabuyao & Maurice Cabuyao, Liwayway NHS

Abstract

INTRODUCTION
Research as part of the educational process has practical importance and should help the learners in improving research skills and most importantly, in earning a livelihood. As part of it, creating an opportunity to understand research and its implications in improving livelihood could be a better way for the students in embracing its worth and value. Through actual participation and involvement, PROJECT COUPLE aims to improve Grade 11 learners' research skills in the subject Practical Research I and Bread and Pastry Production towards the development of qualitative livelihood education-based research proposals and outputs at the end of the semester.

METHODS
This study had been conducted among forty-seven (47) students from Technical, Vocational and Livelihood (TVL) track at Liwayway National High School in Mauban, Quezon taking up Practical Research I and Bread and Pastry Production chosen purposively by the researchers. It had been utilized mixed methods of research gathering qualitative data from the semi-structured interview and observational analysis while the quantitative data from the pretest and posttest results.

RESULTS
This study has revealed that qualitative researchers can be linked across other fields of learning particularly in technical and livelihood education. Certain issues in the conduct were addressed by the teacher and students through creating opportunities in understanding practical research and livelihood education. Based on the inventory of the challenges and difficulties met by the learners, they lead the way to develop the majority of their needed research skills. The significant differences in the test scores proved that there was an improvement in student's knowledge in undertaking a research study.

DISCUSSIONS
Based on the results, the researchers felt the need to sustain the passion of the learners in conducting qualitative livelihood- based research. An opportunity for them to understand practical research incorporating their knowledge on bread and pastry production. The study has revealed that Grade 11 student-researchers should prepare themselves to create their title proposals ahead of time before the start of the Grade 12 1st semester. Junior High School teachers should engage the learners in research works so that they would not set themselves as inexperienced researchers. Thus, research skills, being considered as a lifelong learning skill, should be strengthened prior to the actual research arena.

KEYWORDS: Project COUPLE, Basic Research Skills, Practical Research I, Livelihood Education

Creating Sports Development Program to Increase Students' Sports Participation

Marisol Pasacsac, Liwayway NHS

Abstract

INTRODUCTION
Sport is a part of human civilization. Whereas in the past, people are doing their best and giving all their strengths just to win a certain sporting event. Eventually, sports became a form of entertainment, as well as an avenue to practice and show physical prowess and skill. Participation in sports is extremely important and should be encouraged much more. Children and young people in particular need to do sport so that they develop good habits that they can continue into adulthood. The main benefits of sport are improved health and fitness, and the development of social and communication skills of the students.

METHODS
This study had been conducted among students of Liwayway National High School, Mauban, Quezon and they are randomly selected as a part of this study. It had been utilized the descriptive methods of research to create a sports development program to increase student's sports participation.

RESULTS
The research study has revealed that sports development is an important tool to increase student participation in sports. It found out that athletes, coaches, and trainers need routinized activities in order to perform and excel in sports. The sports development program was highly acceptable on the parts of students in a way that training is properly guided.

DISCUSSIONS
Based on the results, the researchers concluded that a sustainable sports development program is essential to increase student's sports participation. Additional activities and enrichment will be given for further improvement of the school sports development program to make it highly effective among the students so that, it will provide more opportunities for them to participate in sports.

KEYWORDS: Sports, Sports Development Program, Fitness

SUBMISSION ID: R04A-QUEZON-0271

Creative and Appreciative Reading Enhancement System: A Multi-Level Strategy in Reading of Grades II to IV Pupils at Marahan Elementary School for the School Year 2017 - 2018

Arlyna Uga, Heizel Jade Mendoza, & Ma. Salome De Luna, Marahan Elementary School

Abstract

INTRODUCTION
In accordance with Department of Education Order No. 44 Series 2016, Alfonso Central School took an active leadership role and broader responsibility through an initiated partnership with Marahan Elementary School to elevate the latter to realize its greatest potential in school performance. The purpose of the study was to find out the effectiveness of the multi-level strategy in the reading of the pupils of Marahan Elementary School using the Reading Enhancement and Development Program.

METHODS
The research design was purely qualitative which used the pre-work and post-work in Oral and Silent Reading in English that addressed pupils' problems in reading comprehension for Grades 2 - 4 pupils in Marahan Elementary School. Purposive sampling was employed in the selection of the participants of the study, from a 321 population of Marahan Elementary School, 75 were having problems in comprehension. Meetings, consultations, and training followed for parents and stakeholders who were tapped to partake in the intervention process. Daily activities of the participants were closely monitored and weekly tests were strictly administered. The final test which consists of the oral and written tests were conducted to each participant to check their level of progress. To ensure the validity of the results of the final test and assess the efficacy of the program, a Post Work for Phil-IRI was conducted.

RESULTS
Results showed that there is a great decrease of 68% in the Frustration Readers and an increase of 52% in the Instructional and 16% in the Independent Readers. This clearly indicates that Frustration Readers have advanced as Instructional and Independent Readers.

DISCUSSIONS
The results demonstrate a limited number of pupils in their reading skills. It would be ampler if Instructional readers were also involved since there are still some reading issues that need to be improved on them. Additional reading materials and reading strategies grounded on the learners' styles and interests may be used in developing the comprehension skills of the pupils.

KEYWORDS: reading, enhancement, multi-level

SUBMISSION ID: R04A-CAVITP-1000

**Creative Approaches in the integration of Department of Education's
Core Values in Araling Panlipunan in the Division of San Pablo City**

Rowell Corcega, Department of Education - San Pablo City

Abstract

INTRODUCTION

Educators, policymakers, and researchers agree that teachers have a significant impact on student learning. They also know that effective teachers do more than promote academic learning" they teach the whole child. Teachers help promote the social and emotional learning skills of students through collaborating with others, monitoring their own behavior, and making responsible decisions. With fulfilling the duty of the state to produce globally competitive Filipinos who are Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa, the Department of Education as the agency of the government concerned in providing basic education services to the youth has been strengthening the practice associated with the development of Core Values through Department of Education Order No. 8. s. 2015.

METHODS

This study employed the mixed method approach. This research adopted purposive sampling as a method that can be used to identify the primary participants in a study. Participants were those twenty teachers (20) who have been teaching Social Studies 9 in the Division of San Pablo City. The researcher used a questionnaire checklist on the application of the approaches in the integration of core values by teachers, and interview guides for the focus group discussion to obtain sufficient information.

RESULTS

The research revealed that Araling Panlipunan teachers find difficulty in the integration of Department of Education core values. The study found out that the effective integration of Department of Education Core Values is really in the hands of the teachers as classroom managers. Furthermore this study noted that there were four themes of approaches were public school araling panlipunan teachers based their strategies in teaching these were: Individualized teaching Approach, Approach for a Class, Collaborative Approach and Technology Aided Approach. They noted on focus group discussion that there is no effective integration because of their unfamiliarity with various approaches, lack of specialized training, K to 12 materials do not support integration and numerous competencies to cover, time allotment, and too much focus on the content.

DISCUSSIONS

The results of the study demonstrate the need for a realistic araling panlipunan teachers' integration of Core Values and acquisition of instructional and pedagogical ability specifically in the thrust of integration of core values. In order to be a creative, effective and efficient araling panlipunan teachers mastery of content competence, instructional competence, and evaluation competence must be developed.

KEYWORDS: core values, integration, teacher, approaches, creativity, araling panlipunan

Creative Teaching Strategies for Diverse Learning Styles in Science

Jay-Ar Gutierrez, Department of Education - Lipa

Abstract

INTRODUCTION

We need to admit the fact that teachers nowadays were more focused on the teaching-learning process due to so many reasons like varied paper works; the accomplishment of forms to name one. Whenever we teach, our practice was to utilize the presentation we had the previous year, thus the teaching styles do not change, we used the same style over and over that compromised the new set of learners. This was the reason why the researcher came up with this action research to address the diverse learning styles of the students. Teachers and their strategies were the most significant factors in terms of student learning. In the classroom, the teacher shares wisdom provides appropriate activities and assessments and does encouragement to ensure students' development. Effective teachers understood that teaching involves wearing multiple hats to guarantee that the school day runs smoothly and that students receive a quality education. The teacher used effective teaching strategies that fit their lessons. Those strategies make way for easy and understandable lessons. However, it was also good to know if the students' learning style was appropriate to the teaching strategies employed by their teachers.

METHODS

Descriptive statistics such as frequency and percentage were used in determining the response rate of the respondents. The mean was used to describe the level of agreement in the assessment of the study. T-test. This was used to determine the significant relationship between learning styles and teaching strategies.

RESULTS

Most of the learners expressed that they can learn when their visual presentations were shown to them while the least of the learners can acquire information when they hear the source alone. This research indicates that the creative teaching strategies of the teachers have a positive effect on the learning styles of the students. Creating a creative teaching strategy will enhance teachers and students to be creative and manifest the life-long learning.

DISCUSSIONS

Teachers must consider the varied learning styles of students when preparing lessons for them in order to meet the necessary competencies. There is a necessity to strengthen the utilization of creative teaching strategies to create a more interactive learning environment. Teacher training should focus on creative and modern teaching strategies to assure them that learning takes place in the classroom. The developed creative teaching strategies must be utilized in teaching Science in order to address the varied learning styles of students.

KEYWORDS: Creative Teaching Strategies

SUBMISSION ID: R04A-LIPAC1-0247

Creativity of English Teachers and Students' Performance

Rizamia Calipay, Department of Education - Calamba

Abstract

INTRODUCTION

The creativity of teachers on the delivery of instruction is being challenged as they take simultaneously the implementation of K to 12 Enhanced Basic Education Curriculum. Creativity is an essential factor in thinking and learning which cuts across all disciplines. It is a central factor in driving the birth of new knowledge and innovation, and as such is a vital construct for the field of education.

In this study, the researcher wants to determine how creativity seemed to stimulate, to engage, to motivate and to satisfy in a deep sense of teachers' fluency, flexibility, originality, and elaboration.

METHODS

The study used the descriptive method to determine the English teachers' creativity and students' performance. Teachers' creativity was assessed using The Guilford Measures: measuring a person's creativity.

The creativity test measure four elements of the creative thinking process: 1) fluency (how many responses), 2) flexibility (how many types of responses), 3) originality (the unusualness of the responses), 4) elaboration (the detail of the responses).

RESULTS

This quantitative inquiry discovers the correlation between 39 Grade 10 English teachers' creativity and the performance of 39 sections of students.

The findings revealed that 69% of the teachers are 30 to 60 years old, composed of 30 females, has earned units in Master's Degree (44%) has attended 10 and less number of relevant training (72%).

The level of creativity 36% of teacher respondents have a high fluency level, 56 % have a low flexibility level, 39% have a low level of originality, while 95% have a low level of elaboration, and generally, 69% have low creativity. The majority or 67% of the students perform satisfactorily in English.

The teachers' creativity in terms of elaboration and overall creativity has a near to moderate significant correlation with students' performance in English and a significant difference between the English teachers creativity in terms of fluency and originality when grouped according to age was found.

DISCUSSIONS

The results showed that there was no significant difference between the English teachers' creativity when grouped according to socio-demographic profile, however, the results manifest that in terms of age. There is no significance in terms of fluency and flexibility but yields a significant difference in originality and elaboration, it was concluded that teachers' age is an essential factor that determines the fluency and originality of their creativeness.

KEYWORDS: Creativity, Fluency, Flexibility, Elaboration, Originality

SUBMISSION ID: R04A-CALAMB-0050

Crispy Kangkong with Ground Meat

Crystal M. Listanco, SHS Student

Abstract

INTRODUCTION
The innovation of the product was difficult and challenging because it had a long process that needed to be followed. This product was conceptualized due to the observation that most people were fond of eating fried foods but the health benefits it could give were less attended to. That was the reason why the researcher added the vegetable Kangkong to put a premium on the food.

METHODS
This study used the development, descriptive, quasi-experimental and evaluative methods of research. The data were based on the answers of respondents in the survey questionnaire. Also, the researcher randomly selected the respondents 82 students and 24 teachers and other personnel of Lacag National High School.

RESULTS
In terms of aroma, all three samples had a moderate aroma; thus, Sample 2 resulted in the highest. In terms of texture, the three samples had a moderately rough texture and still, Sample 2 got the highest result. In terms of taste, Sample 3 had a very pronounced taste while the samples 1 and 2 both had pronounced taste. For the rank preference, the most preferred sample was Sample 3 with a proportion of egg, carrot and ground meat. It only means that the added two variables complimented each other and the amount of the other ingredients provided the expected appearance, aroma, texture and taste of the product. The overall consumers' acceptability ranged from 2.60 to 2.81, which means acceptable. Sample 2 was considered to be the most acceptable, having a weighted mean score of 2.81. Lastly, Sample 3 obtained the highest score in terms of taste having a weighted mean of 3.50. After the thorough evaluation and analysis, the researchers found out that Sample 3 (with egg and carrot) were the most preferred sample according to respondents' preference. This means that this sample provided good quality or attribute among the other samples.

DISCUSSIONS
Upon developing the food, avoid adding too much amount of salt. Put the appropriate amount of salt to avoid unwanted taste results of the product. Also, more amount of Ground Meat will give you an aromatic flavor or delicious taste; Furthermore, use breadcrumbs for more crispy texture and good product appearance. The product could be transformed into a round shape similar to a meatball for a more attractive product appearance. Furthermore, do not over fry the product to avoid getting burned to attain a good product appearance (color); The product must be served immediately after cooked to maintain its crispiness.

KEYWORDS: Sensory Characteristics, Acceptability, Innovation, Kangkong

SUBMISSION ID: R005-ALBAYP-0020

Critical Analysis of the Pedagogical Experiences of Selected Lumad Teachers and its Implications to Science Education Curriculum

Mary Jerica Rellorta, Department of Education - Cavite

Abstract

INTRODUCTION
Aiming to make quality education inclusive, the effectivity of the K-12 Curriculum implemented the year 2013 in the Philippines, attempts to extend even to the indigenous students of the country. Lumads are a group of non-Islamic indigenous people living in the Southern Philippines, and their cultural background and ancestral domain issues pose some challenges with regard to the implementation of the new curriculum towards them. This study aims to expose and use the pedagogical experiences of five Lumad teachers amidst the socio-political conflicts occurring at their respective schools in order to suggest possible implications to the K-12 Curriculum, with special emphasis on science education.

METHODS
Using the phenomenological research design and anchoring to the concepts of critical pedagogy, several themes were created out of the responses of the Lumad teachers. This was done by conducting a separate single interview with each participant. The participants in the study were 3 males and 2 females. Three of them were Non - Indigenous educators who voluntarily commit themselves to be teachers of Lumad students. The other two are members of the indigenous group who were given the scholarship to pursue an education course. All of the respondents serve as Lumad teachers for more than two years so it is believed that they had shared their personal and pedagogical experiences in the most vivid manner. The study had made used a convenience sampling method. Through narrative and exploratory methods, the researchers relied on the inductive reasoning process to interpret and make concrete structures on the meaning and importance that can be derived from the obtained data.

RESULTS
The research concluded that the immersion of the teachers' lives to the Lumad communities influence their aspirations, pedagogies, and strong perceptions against the implementation of the K-12 Curriculum in the Philippines.

DISCUSSIONS
Based on the outcome of the research, the researchers recommend increasing the number of respondents in order to provide more sufficient evidence to support the hypothesis of the study. Focus group discussion could be utilized to develop a basis of comparison for the data collected. And if the number of respondents was increased, the software could be used to analyze the data to be able to produce more reliable results. Future research into the experiences of Lumad teachers may also be more reliable and appropriate when prolonged engagement and constant contact with the participants would be done.

KEYWORDS: Critical Pedagogy, Lumad Teachers, Pedagogical Experiences, Science Education, K-12 Curriculum

Critical Thinking Skills and Art of Questioning Behavior of Junior High School English Teachers in the City Schools Division of Cabuyao

Jonathan Marquez, City Schools Division of Cabuyao

Abstract

INTRODUCTION

Developing critical thinking skills has attracted attention at various levels of education. In the City Schools Division of Cabuyao recognizes the importance of critical thinking skills, and incorporating the teaching of such skills has been promoted in language education. Among other skills, researchers including Bloom maintain that asking questions that are cognitively demanding is an effective means to enhance the critical thinking skills of learners. The main objective of this interpretative inquiry is to look into teachers' critical thinking skills and art of questioning behavior through the lens of selected junior high school English teachers in the City Schools Division of Cabuyao.

METHODS

The mixed method research design was utilized in this study. It also made use of multiple in-depth interviews, using a protocol that is a predesigned form containing the research questions which were general and open-ended and survey. This research was limited to the observations to the teachers of the select schools in the City Schools Division of Cabuyao.

RESULTS

The results indicated that both teachers ask higher-order questions relatively more frequently than teachers observed in other studies, though lower-order questions were more frequent. The higher frequency of the higher-order questions can be due to the teacher's awareness of critical thinking skills. Learners were not able to answer the questions immediately because of their inability to put ideas together and fear to be corrected by the teachers. In, her, teachers look for possible ways on how to make the questions easy to understand so that the learner will be able to become an active part of the educational process.

DISCUSSIONS

The results of this study will be useful in coming up with a proposed division-wide program which will address the needs of both teachers and students in order to achieve the purpose of the K to 12 curriculum which is to make every learner a communicator using English language.

KEYWORDS: art of questioning, critical thinking, higher order thinking

SUBMISSION ID: R04A-CABUYA-0069

Cross-Age Peer Tutoring: A Technique in Improving the Reading Skill of Grade Three Pupils

Nonata Tolentino, Department of Education - Alaminos

Abstract

INTRODUCTION

Reading is one of the basic skills in English. This skill can be trained and developed. However, after the initial reading test, it showed that 21% or 10 out of 47 Grade Three pupils were struggling readers. This is very alarming since reading is the key to learning as one goes up to a higher level. With this situation, the researcher conducted action research. The area of focus of this study is to improve the reading skills of Grade Three struggling readers of San Andres Elementary School, Alaminos, Laguna, SY 2018-2019 through Cross-Age Peer Tutoring Technique.

METHODS

The Purposive Sampling Method was used in the selection of pupils. There was one (1) group of respondents included in this action research consisted of ten (10)) Grade Three pupils (6 male and 4 female). The data collected during this study were the results of pre/post- reading test and the formative assessment of 100 basic sight words. The data analysis used was T-Test for the Pre and Post-Test while the percentage for the formative test.

RESULTS

Better results were revealed after comparing the pre-test and post-test results. The average mean of 27.4% increased to 86.3 %. There is a significant increase of 56.2%. The average mean percentage scores of Activity 1 to 4 increased from 42%, 57%, 68%, and 77% respectively. Therefore, it is clear that there is a remarkable increase in Mean in the pre and post-test results and in MPS in the formative test. The results implied that the Cross-age peer tutoring intervention improved the reading skills of Grade three pupils. Specifically, this research is timely as it sought answers concerning difficulties in reading.

DISCUSSIONS

Cross-age Peer Tutoring is an intervention that would help improve reading skill especially for pupils who have been identified as struggling readers. It is an effective and cost-efficient strategy to engage learners and promote not only the reading skill as well as the social and communication skills of both pupil-tutors and tutees. It is an intervention could be used in the classroom when facilitated efficiently.

KEYWORDS: Cross- age peer tutoring, technique, tutor, tutees, reading skill, basic sight words, intervention

SUBMISSION ID: R04A-LAGUNA-0291

Cross-Evaluation of Gamagree as Learning Platform in Teaching SVA Rudiments to Grade 7 Students of Talipan National High School

Oscar Duma, Teacher Researchers Association of Department of Education Quezon

Abstract

INTRODUCTION

Teaching grammar to Filipino students who are non-native speakers of English is a challenging work for language teachers. The paper-and-pen application of basic subject-verb agreement proves to be difficult. For learning must incorporate "plays, games, and constructive occupations" (Ord as cited in Smith, 2012), a board game called "Gamagree" was designed and tested. This study was undertaken to cross-evaluate the material as a learning platform in teaching SVA rudiments to Grade 7 students of Talipan National High School.

METHODS

The study used experimental and descriptive methods. Subjects were selected purposively, 50 students for the control group and 53 for the experimental. Pretest and post-test procedures were employed. A survey was also administered to solicit feedback from the subjects, including 10 English teachers, in terms of platform acceptability (i.e. content, clarity, appeal, and originality). Standard statistical tools include percentage rating, WAM, and t-test for dependent and independent samples.

RESULTS

The study revealed that before experimentation, both groups have Fairly Satisfactory performance in SVA application, which subsequently became Very Satisfactory after, though the amount of improvement of the treatment group fared better than its counterpart. A significant difference in the mean performance of the control (83.60) and experimental (88.21) groups were found after experimentation, supported by the computed t-value of 5.34 higher than its critical value of 1.984. As regards cross-evaluation, Gamagree is Highly Acceptable obtaining the grand WAM values of 3.52 and 3.64 respectively based on the evaluations made by teachers and students. It is shown in their WAM values of 3.54 and 3.66 (Content, which had the highest acceptability level); 3.48 and 3.63 (Clarity, which had the lowest acceptability level); 3.50 and 3.63 in terms of Appeal; and 3.54 and 3.62 in terms of Originality.

DISCUSSIONS

The results imply that teaching SVA rudiments using Gamagree as a learning platform is an effective strategy to make students learn subject-verb agreement. This can also be an alternative of language teachers to break down the monotony of board drills and paper tests. While the Gamagree revealed high level of acceptability, there is still a need to improve the following: a) sufficiency and organization of game icons (content); b) responsibility of players and game moderator (clarity); c) use of colors on the board game (appeal); and d) uniqueness of design (originality).

KEYWORDS: Gamagree, Learning Platform, SVA Rudiments

SUBMISSION ID: R04A-QUEZON-0183

CUBE (Creating well-equipped students in Understanding Basic mathematical operation to achieve Excellent Mathematical Skills)-Project MDAS

Ailyn R. Costales, Amy A. Fermalan, Anabel P. Maraño, Jerick Dorado, & Melba R. Contreras, Bugtongnapulo National High School

Abstract

INTRODUCTION
The basis of a good performing school is not only focused on the number of students it produces but with the quality of learning the students have acquired. With this, the Continuous Improvement Project team of Bugtongnapulo National High School came up with another program that will address students' academic needs. The comparison of the NAT results for three consecutive years led to the conclusion that there was a drastic drop in the result in Mathematics. The four basic mathematical operations--addition, subtraction, multiplication, and division--have application even in the most advanced mathematical theories. Thus, mastering them is one of the keys to progressing in an understanding of math. With this, the CI Team ventured to this CUBE-Project MDAS, which aims to harness the performance of students in Mathematics by improving their grasp of the four fundamental operations.

METHODS
To identify the root cause of the low achievement in Mathematics, the CI Team studied the available NAT results in Mathematics, the least-learned competencies and even talked with the teachers to strengthen the foundation of the program. Afterward, the CI Team conducted an interview with the students chosen through random sampling. Then, the team found out that students not only find it difficult to comprehend mathematical concepts but also do not know how to perform basic mathematical operations especially multiplication and division. To validate the identified primary source of the problem, the CI Team came up with the pre-test given to all Grade 7-students. Among the three sections, Grade 7-Love students got the lowest score with an MPS of 43.89. Nine out of 35 students or 25.71% passed the pre-test in basic operations. This also means that 26 out of 35 students or 74.28% have difficulty in the four fundamental operations.

RESULTS
The Post-test revealed that 31 out of 35 students or 89% passed the assessment. It shows that there is an increase of 64% in the students' performance in MDAS evaluation.

DISCUSSIONS
The four basic mathematical operations--addition, subtraction, multiplication, and division--have application even in the most advanced mathematical theories. Thus, mastering them is one of the keys to progressing in an understanding of math. Diagnosing students' weakness in this area is important to be able to address the concern. In this way, more complex competencies will not be compromised.

KEYWORDS: CIP, MDAS, Fundamental, CUBE, Bugtongnapulo National High School

SUBMISSION ID: R04A-LIPAC1-0110

Cultivating Behavior through SEED (Systemic Ethical Education Discipline): A Response to Misbehavior Problems

Gabrielle Dela Cruz, Lorena Constante, & Ma. Rachel Rios, Department of Education

Abstract

INTRODUCTION
Misbehavior has been a growing culture of challenge that hampers the smoothness and effectiveness of teaching and impedes the learning of students. Research findings have shown that it not only escalated with time but also lowered academic achievement. Hence, from the aspect of misbehavior problem and creating a positive learning community, this study attempted to determine the factors affecting the students' misbehavior and the SEED (Systemic Ethical Education Discipline) forms' possible effects on the attitude and behavior of the misbehaving students.

METHODS
This study, being in qualitative, descriptive and correlative nature, described the prevailing condition of the students' misbehavior problems at the time of the investigation. Through the use of a convenience-purposive sampling procedure, misbehaving students subjected to the use of SEED forms were observed while their teachers, randomly selected, were interviewed and asked to answer the researcher-made questionnaire prepared to determine and assess the SEED forms' effects on the attitude and behavior of students.

RESULTS
Systemic discipline is believed to be an effective means of molding the attitude and behavior of the students as evidenced by the result of the study. Being in their adolescent stage, peer influence followed by family background and environment were the three most acknowledged reasons for students' misbehavior (in school). While the use of SEED forms was mostly chosen against Campus Revival Program and recollection sessions provided for students' growth and development.

DISCUSSIONS
Results of the study supported the idea of Roger's Theory of Person-Centered Counseling that individuals are basically good in nature if given the appropriate environment of acceptance, warmth, and empathy that promotes independence. The simple act of accepting and being apologetic whenever students commit a mistake is already an indication that filling up the SEED forms is becoming part of their routine leading to awareness of the school's rules and regulations and behaving within the norms of society. Given the premise that the support and assistance of the teachers and of the school's support services in the use of the SEED forms drafted and adopted by the researchers will be positively solicited and properly implemented, students' misbehavior can be subtly changed without them realizing that they are being molded not only to become a better individual but an improved member of the society as well.

KEYWORDS: Systemic Discipline, Misbehavior, Education

Cultural Acceptance Leads to Community Empowerment

Analyn Villarez, Department of Education

Abstract

INTRODUCTION

When we look at the environment condition, it is not for us to laugh or cry, or lament or curse, or pretend that it is different. It is for us to understand. That is our duty as human beings. Although the past cannot be changed the future is ours to make. Culture plays a major role in the nation-building process. Our culture is what shapes us. It shapes our behavior and our identity. Culture is our way of living, it refers to the shared language, beliefs, values, norms, behaviors and material objects that are passed down from one generation to the next. Cultural diversity is important because our country, workplaces and school increasingly consist of various cultural, racial and ethnic groups. We can learn from one another but first, we must have a level of understanding about each other. Learning about other cultures helps us understand different perspectives within the world in which we live. It helps us recognize and respect "ways of being". So that as we interact with others we can build bridges to trust and respect that leads to community empowerment.

METHODS

The researcher utilized the descriptive or survey method of research where the researcher collected information from a large group of people by means of questionnaires. It is a good way to obtain information for those who may not have the time to attend. It enables people to take their time and think about it. Respondents can state their views of feelings privately without worrying about the possible reaction of the researcher provided that they must answer the questions as honestly as possible so as to avoid the researcher drawing a false conclusion from her study.

RESULTS

The respondents of the study were 23 teachers and grade 8 learners from Agoncillo National High School for the S.Y. 2018-2019. This will be a great help to respect and understand individual differences, differences that when combined together can build a solid foundation.

DISCUSSIONS

The researcher decided to conduct this study to determine and assess the impact of cultural differences in what kind of community empowerment we had nowadays. This research intends to identify the importance of cultural acceptance for the achievements of community empowerment including issues of community capacity, institutional capacity, and regulatory frameworks. It is primarily meant to help those who want to know what progress means for their society and to help them identify which components should be measured.

SUBMISSION ID: R04A-BATANC-0544

Cultural Currency to Level of Senioritis Stress

Joana Faye M. Fulgueras & Ma. Princes Lhorien S. Agbayani, Department of Education, Siniloan Integrated National High School

(Adviser: Icy Princess Trencio)

Abstract

INTRODUCTION

Senioritis is a common term frequently used to describe the typical behavior of a senior high school student. It is a stress factor that makes students feel tired and upset due to innumerable works and projects inside and outside the school. Most students display some products of this stressor, but still not affect students too much. However, for some people with severe traits of senioritis, it can be a life-changing aspect that can change their academic future and success, and even embracing happiness in their lives.

METHODS

Using a descriptive research method, this study attempted to find the relationship of Cultural Currency to Level of Senioritis Stress. This study utilized the descriptive method with the use of a questionnaire as a research instrument. It considered the Extent of Cultural Currency to the respondents and the Level of Senioritis Stress in terms of demographic profiles of the respondents. It helped the researchers to categorize and summarize the data, to obtain the needed answer to the research questions about the status of the students in senioritis stress.

RESULTS

This study involved fifty Grade 12 students from Siniloan Integrated National High School. The respondents' ages range from 17-19 years old. Findings show that most of the respondents are 17-19 years of age, female, and have a mid-level income. In relation to the extent of cultural currency, it showed that most of the respondents are experiencing senioritis stress which implies that most of them felt slightly uncomfortable in some situations, which can definitely trigger stress. With regards to the level of senioritis stress, the respondents showed a positive outcome, it was proven that the respondents have a high level of stress and a low level of anti-stress behavior. The respondents' age, sex, track, monthly income, and a number of family members did not necessarily affect the cultural currency to their senioritis stress. Cultural Currency was also proven to have no significant relationship with the respondent's senioritis stress.

DISCUSSIONS

The relationship between the profile and work immersion, are significant to the study. Therefore, there is a significant relationship between the respondents' academic performance and their number of family members. The relationship between the extent of cultural currency and level of senioritis stress are significantly related except for their interpersonal skills under financial constraint.

KEYWORDS: Cultural Currency, Senioritis Stress

SUBMISSION ID: R04A-LAGUNA-0118

Cultural Diversity, Students' Academic Achievement and Civic Engagement: A Basis for a Proposed Multicultural Inclusive School Policy

Francisco B. Danao, Jr., Dumabato Integrated School

Abstract

INTRODUCTION
Schools without a multicultural inclusive policy endanger students' academic achievement, civic engagement, and culture. Multicultural education practices emphasize curriculum integration, pedagogy and recognition of minorities leaving the total school environment unconcerned. Moreover, teachers are misguided and likely to have no interest to integrate multiculturalism. This research identified any differences in the academic achievement and civic engagement of multicultural students to form the basis for multicultural inclusive policy.

METHODS
Using a descriptive research design, the researchers devised a questionnaire and employed Focused Group Discussion among the 242 respondents clustered into Ilocano 84, Tagalog 53, Ifugao 65, Igorot 22, and Aklanon 18 to gather data. This study is concerned to know if there are significant differences in the academic performance and civic engagement of the respondents in terms of ethnicity, family monthly income, and sex. Summary analysis of the conducted tests and interviews was enabled through the use of frequency count, weighted mean, independent sample t-test, one way ANOVA, and eta squared. The focused group discussion was employed to identify the problems encountered by the respondents as they pursue desired academic achievement and civic engagement and to qualify the data gathered.

RESULTS
Ethnicity, general average, family monthly income, and sex yielded no significant difference in the students' civic engagement both in the school and in the community while the only ethnicity provided a significant difference in the students' academic achievement. Further, students admitted that they don't see their culture is reflected in the total school environment contrary to their desires and that the majority of them don't know their culture. Additionally, there are forms of hostilities happening among different cultural groups. Results also revealed that students would be more motivated to learn and at ease in understanding the lessons if their culture is being integrated into the curriculum and in the school environment.

DISCUSSIONS
Making a multicultural inclusive school policy a commitment to reform total school environment will close the increasing achievement gap due to cultural diversity and will enhance civic engagement among multicultural students while allowing their culture to be preserved and promoted in a pluralistic society

SUBMISSION ID: R002-QUIRIN-0014

Cultural Impact of Sugbuan Festival in Nasugbu, Batangas to Honor Saint Francis Xavier

Analyn S. Capacia, Eusebia L. Silva, Melanie S. Sangil, & Priscila C. Dacillo,
Department of Education - Batangas Nasugbu West

Abstract

INTRODUCTION

A festival is known to most people as a day of celebration. One such festival is the Sugbuan Festival held every third day of May in Nasugbu, Batangas. Giving the people a glimpse of the history and origin, this traditional Fiesta is dedicated to honoring St. Francis Xavier. The festival could be considered happiest day for the people of Nasugbu; three-day uninhibited merriment, of endless parade and processions of the group of revelers, salted and intricately costumed, marching an endless loop of streets dancing to the continuous, rhythmic and hypnotic beating of drums during street dancing and band competitions.

METHODS

The research design used in the study was the descriptive survey which determines the cultural impact of the Sugbuan Festival to honor St. Francis Xavier. The sampling technique was the purposive convenience sampling method. In this study, 100 respondents were purposely selected with an equal member of 10 respondents for each barangay who celebrated the fiesta.

The research design used in the study was the descriptive survey which determines the profile of the respondents and the cultural impact of the Sugbuan Festival. The sampling technique was the purposive convenience sampling method. In this study, 100 respondents were purposely selected with an equal member of 10 respondents for each barangay who celebrated the fiesta.

RESULTS

Many participants who participated in the study were natives of Nasugbu who celebrated and experienced the Sugbuan Festival. The results of the investigation revealed that 1) Majority of the respondents belonged to 41 and above age range, female, most of them were basic education and college graduate and member of a non-government organization. 2) The respondents believed that the Sugbuan Festival had a cultural impact on their lives by bringing about their knowledge of improving themselves spiritually, socially, recreationally and educationally. 3) There was no significant relationship on the responses of the respondents regarding the socio-cultural impact of the Sugbuan Festival and their profile. 4) A Community Festival Plan was designed to promote the cultural heritage of the festival.

DISCUSSIONS

The results demonstrate the need for strengthening the cultural heritage of the festival for the Nasugbuenos to enhance their spiritual, educational, social and recreational aspects of life and to promote to themselves the cultural heritage of the festival which was handed to them by their grandparents.

Cultural Preservation of Historical Sites in Laguna in Relation to their Cultural Identity

Dennis A. Esquibel, Talangan Integrated National High School

Abstract

INTRODUCTION
This study was conducted to determine the Cultural Preservation of Historical Sites in Laguna in Relation to their Cultural Identity.

METHODS
The descriptive method is used to help in portraying the probable relevance as it existed during the time of the study. The respondents of this study were the (5) Municipal Tourism Officials for each Municipality of Nagcarlan, Rizal, Liliw and Magdalena, Laguna and (55) Historians preferably a High School Teachers in Araling Panlipunan of Nagcarlan, Rizal, Liliw and Magdalena, Laguna and (20) residents of each municipality were the historical site is found. Convenience sampling is a non-probability sampling technique was used in the selection of respondents that determined the cultural preservation of historical sites in Laguna in relation to their cultural identity. The subjects are selected just because they are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population.

RESULTS
The computed r - value of 0.280, 0.427, 0.334, 0.256 in relation to government funding have p - Value of 0.000, in tourism computed r - value 0.296, 0.420, 0.276 and 0.245 have p - value of 0.000 , 0.001 and 0.002, in community involvement the computed r - value of 0.273, 0.463, 0.351 and 0.345 have p- value of 0.001 and 0.000, in celebration computed r - value 0.328, 0.431, 0.388 and 0.418 have p- value of 0.000 which are less than alpha of 0.05 level of significance which indicates that cultural preservation of historical sites have significant relationship on cultural identity in Laguna.

DISCUSSIONS
Based on the statistical measurements done in this study the following findings were evident: 1) Mean Level of Cultural Preservation of Historical sites in terms of government funding, tourism, community involvement, and celebration. The overall mean of 4.10, 4.06, 4.11, 4.07 the respondents agreed that they are "High" extent on Cultural Preservation of Historical sites in terms of government funding, tourism, community involvement, and celebration. 2) Mean Level on Cultural identity. In terms of language, religion and sexuality the respondents got "Very High" extent and with an overall mean score of 4.23, 4.31 and 4.28, while in political power overall mean score of 4.06 with "High" verbal interpretation 3) Significant relationship of Cultural Preservation of Historical Sites in Laguna to their Cultural Identity.

KEYWORDS: Cultural Preservation, Cultural identity

SUBMISSION ID: R04A-LAGUNA-0331

Cultural,Economic,Social Subsystems Factors Why Pupils Stay in School: A Basis for Seminar Workshop

Lorena Saavedra, Buenavista West Elementary School

Abstract

INTRODUCTION

The learner is considered as the center of the educative process. Without them, the school would not be able to exist. With this guiding principle, it is good to know the various reasons why learner stays in school. The researcher became curious about what subsystem of school motivates the learners to continuously study and stay in school. This includes the economic, cultural and social subsystems and their role in the school system, especially to the learners. Thus, the researcher wants to find out which of these subsystems influence why learners stay in school and in support of its goal in decreasing the drop-out and absenteeism rate which has been a perennial problem of the school.

METHODS

The researcher used the descriptive method to find out the most common reasons why pupils stay in school in terms of the economic, social and cultural subsystems. The fishbowl technique was used in selecting the 30-grade v pupils of Buenavista West Elementary School as respondents of the research. Survey questionnaires with 15 questions subdivided into an economic, social and cultural subsystem of the school were used to gather data. The statistical treatment employed was weighted mean to interpret the response of the respondents.

RESULTS

The weighted mean distribution revealed that cultural subsystems obtained the highest result with a weighted mean of 3.67 with a descriptive rating " Always". It was followed by a social subsystem with a weighted mean of 3.66 with a descriptive rating " Always". On the other hand, the economic subsystem obtained an average weighted mean of 2.82 with a descriptive rating of " Frequently

DISCUSSIONS

Based on the findings of the study, the most common factors why Grade V learners of Buenavista West Elementary School stay in school is the cultural subsystem. This means that the culture of the school and the community has a great impact on why learners continue their studies. This finding will also provide the teacher and administrator to continue strengthening their role as a provider of quality and holistic education to learners. In doing so, a seminar workshop must be conducted in the school to enhance teachers knowledge on different programs for increasing trends in enrollment and decreasing drop-out and absenteeism rate.

KEYWORDS: cultural,social,economic subsystem

SUBMISSION ID: R04A-QUEZON-0115

CUREnglish

Ronald Buendia, Department of Education

Abstract

INTRODUCTION

Many researchers make an attempt to study the factors that contribute to the weakness in English Grammar of Filipino students as the basis for an effective action plan in remedial. Studies randomly focus on communication skills such as listening, speaking, reading and writing; innumerable strategies for effective lesson; and variations in the teaching-learning process, specifically to suit the needs of the language learners. But despite the strategic efforts to remedy the problems, the adversities remain visible and only certain issues, but not all, have been visibly recognized. In our program, CIP, we deliberately worked hard to identify the problems and spent ample time to scrutinize every single detail to help us succeed in effective remediation. We even resorted to evidenced-based works for the basis of identifying to solving barriers.

METHODS

Variations in methods were applied. The researcher wanted to verify the authenticity of the data acquired, down to the results to identify the target customers, and as well as the strategies and the materials to be used. More than 400 students, all Grade 8 learners, took the 2 sets of examination, responded to the survey questionnaire, and interviewed. Responses under the varied techniques were collected through quantitative and qualitative analyses.

RESULTS

A big number of participants showed weaknesses in learning the English Language. The identified affecting factors centered mainly on the following issues- first, the majority of the respondents are children of parents who are high school graduates and within an average income fixed to more or less 5,000 a month; second, the respondents assessed that student factors, family factors, and teacher factors affect the proficiency of the students in English Grammar to a great extent; finally, significant relationships were noted between proficiency in English grammar and the student factors, family factors, and teacher factors.

DISCUSSIONS

The results reveal that the factors affecting the low performance of Filipino students in the acquisition of skills in learning the English language can be attributed to varied contributing factors. It is well identified that there must be a constant collaboration, cooperation, and participation among the parties involved to eradicate the underlying issues concerning the performance of students. There will always be problems but with the involvement of the people concerned and with all the available materials, matters are settled and the progress in the skills shall be met

KEYWORDS: macro skills (speaking, listening, reading, writing)

SUBMISSION ID: R04A-CAVITP-1122

Curriculum Enhancement in Filipino for Grade 9

Maria Josefina Elsa Adelante

Abstract

INTRODUCTION

Educational curriculum enhancements were made to suit and cater to the needs of the child's educational development particularly in the cognitive aspect.

The main concern of the study was to enhance the curriculum using the module in Filipino for Grade 9 students to give focus on the development of students' work habits and skills. This aims to help the students to gear up and be equipped with knowledge that would make them globally competitive.

METHODS

This study used the descriptive research design descriptive research deals with the relationship between variables, the testing hypothesis and the development of theories that have universal validity. The respondents of the study are the Head Teachers and Grade 9 Filipino Teachers in Ten (10) schools in CARSIGMA. The researcher used a survey questionnaire to assess the module in Filipino Grade 9 and the other instrument used was a teacher made test in First Periodical Test. The researcher used statistical treatment are the following: 1. Percentage, 2. Weighted mean, 3. Frequency distribution, 4. Mean Percentile Score, 5. Pearson's r.

RESULTS

In the Four criteria learning objectives was the only one that evaluated Acceptable with the overall mean of 4.16. The three other criteria were assessed Very acceptable the content got an overall mean of 4.40, Strategies with 4.37 and the materials with the overall mean of 4.47. This further indicates that the null hypothesis is rejected and that there is a significant correlation between the least mastered skills and the assessment of the respondents on the existing module as to learning objectives. In terms of content, the Pearson r value (.0789) revealed that there is a weak positive relationship between the assessment of the respondents on the existing module and the least mastered skills. The p-value is lesser than .05 level of significance, therefore, the null hypothesis was rejected and that there is a significant correlation between the two variables.

DISCUSSIONS

After obtaining the results, it shows that there is a weak positive relationship between the least mastered skills of the students and the assessment of respondents on the existing module. A curriculum support material (CSM) has been developed to help the grade 9 Filipino Teachers in raising the student's achievement and level of performance

KEYWORDS: ENHANCEMENT, CURRICULUM, FILIPINO

CVC Floor Board Game: An Effective Tool in Teaching Reading CVC Words in Kindergarten

Ma-Ann Gay Moreno, Department of Education

Abstract

INTRODUCTION

Reading is important in all aspects of life. Developing reading at an early age is a huge help in diminishing illiteracy. It is the best time for them to learn how to read for their minds are still unoccupied and they are very much eager to learn new things. In order to acquire the beginning reading skills, teachers tend to use different instructional materials. Sometimes, teachers conduct games to integrate learning while playing. This action research shows the effectiveness of using the CVC Floor Board Game in Teaching Kindergarten Pupils to read.

METHODS

This action research is designed to find out the effectiveness of the CVC Floor Board Game in developing the beginning reading skills of the 72 Kindergarten-Yellow pupils in reading CVC words. The 72 pupils were divided into two groups, Group A and Group B, wherein the researcher utilized the CVC floor board game in Group A only to test the effectiveness of the said instructional material. This action research has three phases: Preliminary assessment, utilization of the CVC Board Game and the Post-assessment. The results of the reading ability test of the pupils in the preliminary and post-assessment will be collected and will be compared to show the effectiveness of the CVC Floor Board Game. The pupil's ability to identify the picture in CVC format and say the initial, medial and final sound was the skills tested in this action research. The researcher used frequency and percentage.

RESULTS

During the preliminary assessment, the beginning reading skills specifically naming pictures, identifying the initial, medial and final sound of the 72 Kindergarten-Yellow pupils were in poor condition. It was examined and proven in the preliminary assessment of their reading ability. After utilizing the CVC Floor Board Game, the number of respondents in the experimental group (Group A) who used the reading instructional material significantly increased while the controlled group (Group B) remained as is. The study shows that the CVC Floor Board Game significantly helped the teacher improve the beginning reading ability of the pupils.

DISCUSSIONS

The CVC Floor Board Game helped the teacher in teaching beginning reading most especially to Kindergarten pupils. This may also be used in teaching higher reading skills such as spelling and sentence formation. The study suggests to utilized the CVC Floor Board Game to a larger sample for further verification

KEYWORDS: CVC Floor Board Game

Cyber and Skills in Solving Word Problem on Basic Operations Involving Fractions of Grade V Pupils of Rizal Elementary School

Leticia L. Martinez, Rizal Elementary School

Abstract

INTRODUCTION

It is vital for Grade 5 learners to develop their skills in solving word problems along fraction which will certainly help improve their academic performance in Mathematics. For these motives, the proponent conducted this action research that determined the effectiveness of CYBER as an innovative intervention that helped support critical thinking, analysis, and scientific inquiry, development of higher-order thinking skills, and learning as a whole. Coping Young Beginners in Electronic Resources is a strategic intervention material known as CYBER. This refers to the instructions, steps in solving word problems including varied activities given by the teacher presented through PowerPoint using a laptop or computer, tablet, and LCD projector manipulated by the pupils in solving problems and in giving their answers.

METHODS

The study employed the descriptive-comparative type of research method. It employed also an action type of research which helped to improve the solving word problem skills of the respondents. The study was conducted to the 19 Grade 5 learners of Rizal Elementary School of Diffun, Quirino using CYBER as an intervention to improve their solving word problems.

RESULTS

The pretest scores of the pupils before "CYBER" was introduced presents that pupils achieved good scores in word problem-solving. This specifies the information that pupils performed a task given before it was conducted. The posttest scores of the pupils after "CYBER" was used to tells that pupils garnered very good scores. This affords information that pupils have improved in the task given as they performed very satisfactorily after the given intervention. It transpires that there is a significant difference and it implies that "CYBER" an intervention was effective. In this study, it provides evidence that the intervention made fits the number of pupils in the class.

DISCUSSIONS

Learners were found out to have enjoyed learning about word problem solving involving fractions with the use of PowerPoint presentations wherein they experienced manipulating gadgets on their own. The intervention used in this study is really essential in improving the skills in solving word problems of the learners and was found out to be effective as being established by the results of the study. The results collaborate that one strategy of improving problem-solving is through the use of Information and Communication Technology (ICT) which has the potential to foster teaching and learning processes.

KEYWORDS: CYBER Intervention, Solving Problem

Cyberbullying on the 21st Century Learners

Norman Bryan Banaag, Department of Education, Maximo T. Hernandez
Memorial NHS

Abstract

INTRODUCTION
This study determined the views and experiences of the 21st-century learners' represented by the junior high school students of Maximo T.Hernandez Memorial National High School in the Ibaan District. Specifically, it determined the type of cyberbullying the students' encountered, their views and their experiences on cyberbullying. The results of these were used as the basis for the proposed action plan that could be implemented to prevent cyberbullying.

METHODS
The researchers used the qualitative design in a phenomenological technique of research and used the data proximity matrix wherein the researcher identified the similarities and differences of the response. Thirty participants were interviewed.

RESULTS
The 21st-century learners represented by the junior high school students of MTHMNHS said that they have no experience on cyberbullying however one of the participants mentioned that foul words were experienced while the other had a chat of unpleasant words. From the response of the participants cyberbullying can be classified into the medium used, the purpose and the effect of cyberbullying. According to them, the medium used for cyberbullying is the use of internet, electronic gadgets and social media. They viewed that one of the major purposes of cyberbullying is to hurt and humiliate people. According to the participants cyberbullying can destroy people and it is a form of a negative activity that will affect the lives of people and can lead to depression and result in insecurities. From the responses, it shows that they are fully aware of cyberbullying. In light of the foregoing, an action plan to prevent cyberbullying was designed.

DISCUSSIONS
We are living in an incredible era. The fast pace of change in information and communication technologies is facilitating unprecedented opportunities for many girls and boys to achieve their rights to learn, express themselves and participate meaningfully in their communities. This rapid development is occurring across the globe, including in South East Asia. (Boer-Buquicchio,2016).In the content of K-12 and undergraduate education, the 21st-century learner might also be called the net generation or digital natives and is often defined as those born after 1980 (that is, after the realization of the personal computer). There have been many generalizations about this group, such as their increased ability to multi-task and they increased aptitude for the use of technology; however, many of these generalizations have failed to be proven as true when tested using current research methodologies. This indicates that either generalizations are false, or there is an inadequacy in research methods (Corrin, Lockyer, & Bennett, 2010). All children have the right to survive, grow and to be protected from violence, exploitation, and abuse in all settings. This includes online and offline environments. As 21st century learners, they take part in a processor playing a role in a process at his/her level, according to their evolving capacities. Those children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people. Each child involving themselves in the decisions which affect their lives, the lives of the community and the larger society in which they live Republic Act no.10627 section 3 stated that all elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions

KEYWORDS: bullying, cyberbullying, 21st century learner

SUBMISSION ID: R04A-BATANP-1995

Daily Physical Therapy Exercises (Dpte): An Intervention to Address Handwriting Skills of Kindergarten Pupils of Jose De Mesa Elementary School

Suzette Bungualan

Abstract

INTRODUCTION
Children entering the kindergarten classroom have a variety of experiences with writing exposures in general. Some five and six-year-old arrive having more sophisticated letter formations and legible handwriting samples, while others struggle at even attempting to write their first letters. Daily Physical Therapy Exercises refer to the small muscles in the hands and fingers that are responsible for tasks such as picking objects up and grasping a pencil. Children use fine motor skills in school with tasks such as cutting and pasting, using manipulative in mathematics or clapping their hands to learn syllables.

METHODS
This utilized the descriptive type of research which includes: Profiling of pupils' handwriting skills on DPTE, Grouping of pupils, Implementation of DPTE, Week Assessment, Recording of results, Analysis and Interpretation, Conclusion and Recommendation. The subjects were 20 Kindergarten pupils of Jose de Mesa Elementary School, Fule Almeda District during the S.Y. 2016-2017. It was set from September 1- 30, 2016

RESULTS
Based on the findings, the majority of the pupils belong to cannot write anything on the pre-assessment. In the first week, 9 out of 20 or 45 % of the Kindergarten pupils cannot write anything. In the second week, 12 out 0f 20 or 60% of the kindergarten pupils were only starting to know how to write. In the third week, 3 pupils can already write legibly in proper spaces, curves, roundness, and sharpness. In week 4 curve, roundness and sharpness and the others were still improving. Pupil's appreciation on DPTE, 12 out of 20 pupils or 60% of the pupils were interested and willing to do the DPTE even without giving any commands and instructions from the teacher. They take it as a routine. Parents with regard to DPTE, 3 out of 20 or 5 % of the parents were aware but not interested, 8 out 20 or 40% of the parents were aware but they have work every day, 9 out 20 or 45% of the parents were aware and interested but they were not engaging themselves because most of them have no time due to taking care of their other children and doing different household chores every day. It was revealed that the DPTE was effective in improving handwriting skills of the Kindergarten Pupils.

DISCUSSIONS
This research was mainly designed to find out the effectiveness of DPTE in developing handwriting skills or fine motor skills. The researcher believes that fine motor kill needs to be developed first before teaching handwriting. It is a prerequisite to make the pupils ready in handwriting

KEYWORDS: handwriting skills, Daily Physical Therapy Exercises

SUBMISSION ID: R04A-SANPAB-0118

Daily Reminding and Monitoring of Absences: An Intervention in Reducing Absenteeism of Grade IV Pupils

Chita V. Polizon & Josefina Trinidad, Department of Education

Abstract

INTRODUCTION
This study investigated the effectiveness of Daily Reminding And Monitoring of Absences in Reducing Absenteeism Level of Grade IV Pupils to its 7 respondents who were Grade I V -Grapes pupils of Barobo Townsite Elementary School. Hence, the researchers crafted this action research to address the said problem properly and to test whether there is a significant difference in the Absenteeism level of the said pupils before and after the implementation of the said intervention.

METHODS
The researchers utilized the descriptive research design to measure the effectiveness in the implementation of the said intervention. In analyzing the data gathered in this study, the researchers made use of three statistical tools: Mean and Standard Deviation and the P-Value to analyze the attendance rate of the 7 pupils in level of significance before and after the intervention, whether or not it passes the standard based School Form 2 to determine whether or not there is a significant difference between their absences level of the said pupils before and after the intervention so as to gauge the effectiveness of the Daily Reminding And Monitoring of absences or the DRAMA intervention.

RESULTS
The researchers made an intervention that resulted in a decrease in the number and percentage of pupils absences level. From 7 pupils of the class, it lowered down to 2 pupils. o. From the mean of 28.86 to 56.14, from the standard deviation of 3.53 to2.27 and with the p-value 0.0001 after having applied the intervention, it can be inferred that there is a positive effect of the intervention to the pupils on the absences level in their Absenteeism.

DISCUSSIONS
Reviewing the result, it was found out that there is a significant difference in the interpretation of attendance rate level of the 7 identified pupils after exposure to the above-mentioned intervention and that the said intervention can help in addressing problems particularly in Absenteeism.

KEYWORDS: Intervention, absenteeism, decrease

**Dealing Constructively and Positively with Behavioural Problems
among Grade 8- Mangosteen Students of Barobo National High School**

Maricel Conde, Department of Education, Tagbina National High School

Abstract

INTRODUCTION

Most advisers find it hard to deal with the behavioral problems of some students, disciplinary action is at times may be a tough challenge for every adviser today. Students nowadays were opposite to those of yesteryears when it comes to their behavioral patterns and morale. Most of the students today are very hyperactive, hard-headed, and very aggressive with superiority conflict. It is through these issues, that the undersigned conducted this action research to address these said problematic situations of the Grade 8 Mangosteen of Barobo NHS in a constructive and positive manner capacitating its learners to become better, well-refined and well-behaved students.

METHODS

Strategies and interventions for behavioral problems and issues were as follows: Setting of Standards, Involvement of Parents, Involvement of the Guidance Counsellor, the involvement of the Principal, Making Anecdotal and Journal Making both for the adviser, parents, and students involved to create a covenant adherent to school policies. These interventions were presented during a PTA meeting and were implemented religiously by the adviser following the guidelines and patterns prepared along with the said intervention.

RESULTS

The result of the intervention was as follows: better behaviour among involved Grade 8- Mangosteen students, well monitored student's progress, controlled noisy environment and developed responsiveness among students during class discussion, allowing students to develop and enhance their values of self-control, sense of responsibility, improved guidance and counseling programs, well established parent-teacher cooperation, improved learners interest inculcating them the value of education and passed the academic requirements in grade 8 level that were very much appreciated by the Barobo NHS subject teachers, faculty and staff.

DISCUSSIONS

The result of the intervention shows better academic performance and better behavioral routine among students of Grade 8 Mangosteen. The traditional way of disciplining students largely depends on how the subject teacher addresses the behavior of the students and usually, such teachers practice this so-called deduction of points method in which such technique will only last for an hour. However, properly implementing the interventions presented above enabled the students to behave well in the classroom throughout the day because they were guided with such interventions and eventually adapting with the system

Debelopment Ng Suplemental Na Kagamitang Panturo Sa Panitikang Pandaigdig Sa Ika-10 Baitang Ng Manuel S. Enverga Memorial School of Arts and Trades Mauban,Quezon

Danica Talabong, MSEMSAT

Abstract

INTRODUCTION

Ang pananaliksik na ito ay tungkol sa Suplemental na Kagamitang Panturo sa Panitikang Pandaigdig sa Filipino 10 Batay sa Resulta ng Una Hanggang Ikaapat na Markahang Pagsusulit sa Filipino Taong Panuruan 2016-2017. Nilayon nitong malaman ang kompetensi na hindi gaanong natamo ng mga mag-aaral gayundin din upang matukoy ang lebel ng pagtanggap sa nabuong suplementong kagamitang panturo sa mga mag-aaral at guro sa ika-10 baitang sa Manuel S. Enverga Memorial School of Arts and Trades, Mauban, Quezon.

METHODS

Gumamit ang pananaliksik ng deskriptib-ebalwatib sa pag-aanalisa sa nabuong suplemental at sa pagtukoy ng antas ng pagtanggap ng mga gurong nagtuturo sa Filipino sa ika-10 baitang. Pinagbatayan ang resulta ng mean percentage score sa Filipino 10 sa Taong Panuruan 2016-2017 mula sa una hanggang ikaapat na markahang pagsusulit.

RESULTS

Natamo ng pag-aaral na ito ang lubos na pagtanggap ng mga gurong tagasagot sa suplementong kagamitan na nakakuha ng kabuuang timbang na 3.88 na may kwalitibong deskripsyon na lubos na katanggap-tanggap batay sa pamantayan: layunin, nilalaman, desinyo ng materyal, at sa dating/appeal. Natamo ng pag-aaral na ito ang lubos na pagtanggap ng mga mag-aaral na tagasagot sa suplementong kagamitan na nakakuha ng kabuuang timbang na 3.43 na may kwalitibong deskripsyon na lubos na katanggap-tanggap batay sa pamantayan: layunin, nilalaman, desinyo ng materyal, at sa dating/appeal sa gagamit.

DISCUSSIONS

Batay sa kinalabasan ng pananaliksik nakabuo ng sumusunod na konklusyon: maraming akdang pampanitkan ang magagamit sa pagbuo ng suplemental na kagamitan sa pagtuturo ng Filipino 10.

KEYWORDS: debelopment, panitikan, suplemental na kagamitang panturo

**Decision-Making Competencies of School Heads in the Public
Elementary Schools in San Juan District Division of Batangas**

Elenita Ortega, Department of Education

Abstract

INTRODUCTION

Making good decisions is one of the main leadership tasks of a school head. The importance of the principal's decision in the success of education is evidently in focus because the educational system is the main agent in the acquisition of knowledge and skills. The success and failure of the system are principally what the principal deals with, handles, manages, and decides concerning the activities to be undertaken and the problems to be solved. The competence of the principal in this aspect, therefore, leads to high performance and the production of excellent outcomes.

METHODS

The researcher utilized the researcher-made-questionnaire as the main data gathering instrument in the conduct of this study. It consists of 2 parts: Part I dealt with the profile of respondents and Part 2 dealt with the competencies on the decision-making of the respondents.

The researchers examined the questionnaire utilized by various researchers together with several books, unpublished theses & dissertations. She used them as her guide while organizing the data from each of them until she came up with her own instrument that fitted the problems identified. The researcher formulated the first draft of the questionnaire and presented it to her adviser for comments and corrections. After considering the suggestions, the researcher prepared the final draft of the instrument for validation purposes. The researcher requested permission from the district supervisor of San Juan West District regarding the use of 10 principals and 15 teachers to validate. She asked for the assistance and cooperation of the principals in answering the questionnaire and help her in distributing copies of the questionnaire of the teachers. After three weeks 100 percent of the questionnaire were retrieved

RESULTS

This study centered on the competencies of principals in the San Juan District, Division of Batangas as assessed by themselves and their teachers. It involved 27 principals and 142 teachers who were sampled randomly from the population of school heads and teachers assigned in one central and 5 barrio school in the district of San Juan West. The substitute teachers were not included as respondents.

DISCUSSIONS

The action plan developed and suggested based on the result of the study conducted. This was aimed at helping to enhance further the decision-making competencies of school heads. Each area suggests different activities that would help school heads developed their skills in decision-making.

KEYWORDS: competent, fringe benefits, ethical standards

SUBMISSION ID: R04A-BATANP-2226

Decreasing Absenteeism through "Buddy Ko, Sagot Ko" Program

Rowena Cabuyoc, Teacher II

Abstract

INTRODUCTION
Absenteeism is intentional or unintentionally missing out of the school day's activities. San Agustin Central Elementary School with a total population of 513 students encountered issues on absenteeism resulting in poor academic performance. Subject teachers of Grade VI- Humility also observed this problem. At the end of the second quarter, the teacher assessed performance in terms of their grades. Out of 35 students, 9 were identified to be frequently absent based on the School Form 2 record.

METHODS
A 20-day regular session through "Buddy Ko, Sagot Ko Program" was given to 9 students who were identified to be always absent in class which resulted in low-performance ratings. They were purposely given a buddy in all the classroom activities from November 6-December 1, 2017. Their attendance was checked and monitor regularly in every session. Their second quarter performance rating will be the basis for results analyses. The buddy system is a procedure in which two people, the "buddies", operate together as a single unit so that they are able to monitor and help each other.
This action research used the descriptive method. Data collection was based on school form 2 and a performance rating for the second quarter.

RESULTS
There is an increase in students' performance rating after the intervention. 100% of students in developing levels increased to approaching proficiency levels.
The results showed that "Buddy Ko, Sagot Ko "is indeed effective considering the increase of the performance level of the students after the intervention. Therefore, the teacher is encouraged to give extra attention to those who are left in the lesson. Cooperative learning should be practice in the teaching-learning process. Once students have someone of their same age who can remind them of their activities, they will be obliged to do their task and they will be motivated to come to school regularly and thus, self-confidence is gained.

DISCUSSIONS
Buddy System in school can have numerous benefits such as promoting an inclusive environment for all, a better acceptance of differences, promoting better self-control, expansion of communicative interaction with peers, decrease in behavioral problems and even personal maturation or growth in career aspirations. These will benefit the buddies, the buddy learner, the school and the parents as well

KEYWORDS: Decreasing Absenteeism, Buddy System

Defining the Use of Modern Technology in Upland Schools of Labo West District Division of Camarines Norte

Mignonette Baluca, MAED

Abstract

INTRODUCTION

For four years of teaching in an upland school, it is experienced that how to surpass to professional and personal difficulties. This becomes an inspiration to build and sustain school-community partnerships. Making connections with the barrio people becomes a part of the teaching experience.

METHODS

This study employed a descriptive-qualitative research approach. The key informants of this study were teachers in upland schools who are using modern or 21st-century teaching materials in imparting knowledge and skills to their students. Some learners were also involved to verify the responses shared by their teachers. There were four information-gathering instruments used in this study like interview guide, observation guide, document analysis, and focus group discussion.

RESULTS

As to age, the youngest age group of 21-25 had the highest frequency, followed by 10 in both age groups of 31-35 and 36-40 respectively. The age group of 26-30 had 8 while 41-45 had 7. As to the age group of 46-50, there were 4 teachers who were in the said ages and 2 teachers belonged to the 51-55 age bracket. In terms of length of teaching in upland school, there were 37 who were in these schools for 1-5 years, 6-10 years had 11 teachers while there were 4 in group 11-15. There was only one (1) teacher who had stayed in one of the schools for 16-20 years. As to audio materials used in teaching, respondents said that they have been using microphones, speaker, compact discs, and lapel. Camera, projector, laptop, and mobile devices were classified under visual materials including tarpapel and flashcards. Accordingly, the use of modern materials helps meet the lesson objectives easily.

Further, it was found that the following hinder teachers from utilizing modern materials: Lack of enough resources in using modern materials; Not conducive classroom condition; Cannot provide equal opportunity to enjoy modern materials in all classes; The short life span of modern materials; and Difficulty to respond to modern activities and lessons from the internet and other interesting references.

DISCUSSIONS

Teaching in upland school creates a noble experience of knowledge and opportunity that builds impact and communication in the lives of learners using modern teaching materials. The use of modern materials creates immersive, inspiring and real learning experiences which are characterized by greater learners' confidence, deeper learning, and increased engagement. Despite the limitations that hinder teachers in using modern materials at upland schools, they strive to cope with for the developmental activities, opportunity entitlements, and knowledge accommodation which are accompanied behind every modern material utilize

SUBMISSION ID: R005-CAMNOR-0015

Delivery of Instruction of Major Tle Specialized Courses in Anhs: Basis for Enhancement

Diosa Macatangay, Department of Education

Abstract

INTRODUCTION

Technology and Livelihood Education or TLE is an important subject, and teachers create an impact as to whether or not the students have captured the concepts of TLE every time they deliver topics on technology and livelihood or entrepreneurship. The interest in TLE is often generated by the teacher. Group learning is the main approach to organize collaborative learning. There are many collaborative learning methods, which also can be considered as group learning methods and popularly used in a classroom-based environment, especially in the instruction of TLE.

METHODS

The researcher utilized the descriptive method of research where the researcher collected data from the different samples of the population, which were then analyzed. This design was chosen because of the researchers involved in assessing the status of delivery of instruction of Major TLE Specialized Courses. According to (Fraenkel 2010), descriptive research is the most common methodology because it summarizes the characteristics of individuals or groupings in the physical event of the school. One of the purposes of the descriptive method of research is to describe the nature of a situation, as it exists at the same time as the study. The researcher used this kind of research method in order to obtain first-hand data from the results of the assessment of the respondents which led to the formulation of rational and sound conclusions and recommendations for the study.

RESULTS

It was found out that lack of insufficient learning modules, lack of knowledge of the students to interpret direction and lack of laboratory materials, tools and equipment were the most challenging problems encountered by the teacher in delivering lecture and laboratory instruction in TLE. The respondents of the study were 3 teachers and 114 Grade 9 and 10 learners from Agoncillo National High School for the S. Y 2017- 2018. This will be a great help for TLE teachers to improve the delivery of lecture and laboratory instruction in TLE with the use of enhancement programs.

DISCUSSIONS

The researcher decided to conduct this study to determine and assess the delivery of instructions for major TLE specialized courses. More so, this research intends to formulate a comprehensive enhancement program that would enhance the delivery of instruction of major TLE specialize courses

KEYWORDS: Delivery of Instruction and Major TLE Specialized Courses.

SUBMISSION ID: R04A-BATANP-1554

Delivery of Management Functions of School Adminstrators in Handling Maintenance and Other Operating Expenses (MOOE) in the District of Atimonan, Division of Quezon

Ruel Castillo, Department of Education

Abstract

INTRODUCTION

Philippine education needs continuous improvement. Pursuant to the constitutional mandate for the provision of free public education at the elementary and secondary level and to meet the country's targets in the Education For All (EFA) Plan 2015 and the Millennium Development Goals (MDGs) with respect to elementary school participation, there is an urgent need to remove obstacles, both financial and non-financial, to the enrolment and continued schooling of school-aged children. The government finds ways to improve education outcomes such as learning achievements and school enrolment. For everyone, a good educational background is a means to a better future. Economists aptly described education as "a major determinant of an individual's future" learning stream: it is the key ingredient in breaking the cycle of poverty.

METHODS

It made use of the descriptive method of research, questionnaire-checklist and information sheet as data gathering tools. There were twenty (21) school administrators and two hundred twenty (220) teachers who were involved as respondents of the study. The mean was used to treat the data statistically.

RESULTS

The delivery of management functions of school administrators in handling MOOE along with planning, organizing and staffing, directing and controlling, and evaluating were perceived as "more delivered" in the District of Atimonan, Division of Quezon. The problems encountered by the school administrators in handling MOOE in terms of planning, organizing and staffing, directing and controlling, and evaluating shows the combined mean in each table which were interpreted as "somewhat serious". The school administrators perceived all the solutions offered very beneficial in the delivery of management functions in handling MOOE with the weighted mean range from 4.0 to 4.11 and described as "more delivered".

DISCUSSIONS

Based on the findings and conclusions, recommendations for future researchers are the conduct of a similar study involving all school administrators in the District of Atimonan Division of Quezon to compare the congruency of the result., a replication of this study to verify its validity, conduct of professional development programs for the school administrators of Atimonan District designed to enhance their management functions in handling MOOE, and research effect of allocation to the school performance on school MOOE.

KEYWORDS: Maintenance and Other Operating Expenses (MOOE), Management Functions, Delivery, Intervention

SUBMISSION ID: R04A-QUEZON-0197

Demographic Profiling Vs Eccd Socio-Emotional Checklist: Basis for Kindergarten School Readiness Program

Joyce Garga & Ly Ai Mosqueda

Abstract

INTRODUCTION
School Readiness of a child has been an issue in the Kindergarten Community, there remain many issues related to a consistent understanding of the notion and its applications to increase the learning and development of all children, the quality of schools, and the involvement of families and communities. When the family has quality time, bonding and support to their child, there is a higher chance that a child becomes ready to enter kindergarten and succeed. Confidence built up as well as the socio-emotional development that makes them more eager to go to school and learn.

METHODS
A.   Participants and/or other Sources of Data and Information
The participants are the selected Kindergarten pupils in Sto. Nino Elementary Schools through random sampling. The study will be conducted from August 2017 up to December 2017. The researchers will be using the ECCD Checklist in this study.

RESULTS
29 out of 40 or 72.5% of selected pupils in the Kindergarten fall under Suggest Slightly Delay.

Overview of how data will be used
Researchers conduct an executed ECCD checklist as part of the evaluation of pupils readiness.ECCD checklist conducted through the performance of the selected pupils. observed the child through the parent interview to determine the socio-emotional domain of the child, take time for the parent of a child through interview.
Result through interview pupils got the higher SSD (Suggest Slightly Delay) in the socio-emotional domain are pupils that their parents are supportive in any form. Those pupils who got the SSD are always absent because of not enough financial support from their parents.

DISCUSSIONS
Based on the ECCD Checklist on Socio-Emotional Domain majority of the pupils falls under Suggest Slight Delay (SSD). Researchers will conduct this research to know the importance of school readiness. Based on this research both teachers and parents are very important to be part of pupils daily school day. Family day, quality of time for their children and parent-teacher communication is one way for the pupils past
development especially in readiness.

KEYWORDS: joycegargalyaimosqueda

SUBMISSION ID: R04A-RIZALP-0494

Demonstration Approach in Learning Physical Education: Basis to Enhance Students' Commitment

Ailagen Delos Reyes, Banaba West Integrated School

Abstract

INTRODUCTION

Education must be relevant to the changing, challenging and demanding world of MAPEH. The offering of physical education as one of the components of MAPEH subject is a blessing to the students. As Andin (2010) defines physical education is an integral part of the educational program designed to promote the optimum development of an individual physically, mentally, socially, emotionally, and spiritually through total body movement in the performance of properly selected physical activities. As MAPEH teaching offers challenges and changes brought about by the implementation of the K to 12 curriculum in the Basic Education Program in the Philippines, there is a need to enhance students' commitment to learning Physical Education and deepens the students' awareness about physical fitness.

METHODS

The prepared questionnaire was applied in the study and served as a guide in determining the students' perceptions of learning physical education activities. It assessed the attitude of the students while performing the tasks and the benefits of the activities in the body. The degree of mastery of the respondents' level of performance was measured using the following system of classification through the item analysis so as to pinpoint the aspects where the learners scored Strongly Agree, moderately Agree, Agree, Disagree. The scores obtained by the learner's performance through the demonstration approach were recorded and compared. Through data analysis, the interrelationship of respondents' level of performance was determined to point out their commitment towards learning. Supplementary activities to enhance the students' performance was designed.

RESULTS

The study revealed that the majority of the respondents strongly agree that physical education activities make them embarrassed and tired, however, some of the respondents agree that physical activities are painful, difficult, make them uncomfortable, and stressful. However, the demonstration approach motivates the grade 8 students of Banaba West Integrated School to participate in activities in the physical education class.

DISCUSSIONS

Based on the findings, the researcher recommended the application of a demonstration approach to motivate the students, especially the grade 8 students of Banaba West National High School for them to enhance their commitment to learning Physical Education. It is also recommended the orientation activities in utilizing a demonstration approach for the students to understand the importance of the activities.

KEYWORDS: Demonstration Approach, Physical Education, Student's Commitment

SUBMISSION ID: R04A-BATANC-0327

Demonstration Approach in Teaching Festival Dances among Grade Nine Students of Sto Nino National High School

Rachel Tangonan, Teacher

Abstract

INTRODUCTION

Physical Education is an integral part of the educational curriculum designed to promote the holistic development of an individual physically, mentally, emotionally, socially and spiritually through total body movements expressed in properly selected physical activities. With active participation in these activities, students will develop good health and attain a high level of physical fitness that enables them to enjoy a good healthy life. The subject allows students to acquire information that is relevant to sports, dance, and music that can be beneficial for their growth and development.

This study focused on the use of the demonstration approach in teaching festival dances among Grade Nine students of Sto. Nino National High School. It described the demonstration approach as well as the lessons on festival dance.

METHODS

The descriptive method of research with the learning plan was used as the main data gathering instrument, there were 30 students taking MAPEH which became the respondents of the study. The statistical tools applied were frequency, percentage, and ranking.

The study is limited to three lessons in festival dances in which the demonstration approach was applied. Further, it was limited to students in one class at Sto Nino National High School. It was delimited to other lessons in MAPEH and in other techniques and approaches appropriate in teaching the subject. Other students taking the MAPEH subject in some public and private LTS schools are not included in the study.

RESULTS

From the findings of the study, the researcher comes up with the following conclusions that the demonstration approach is used as an instructional medium that generates interest and enjoyment. The majority of the students had a very high performance in interpreting the lesson.

DISCUSSIONS

From the findings and conclusions of the study, the following recommendations are offered : the proposed supplementary activities may be presented to other teachers for their suggestions, the Grade Nine students must be optimistic in performing different forms of festival dances to enhance their confidence and build spirit of nationalism , a similar study may be conducted in other lessons in Grade Nine, and the teachers should emphasize the use of video presentation in teaching rhythmic activities and let the students learn at their own pace.

KEYWORDS: demonstration approach, festival dances, video presentation

SUBMISSION ID: R04A-BATANC-0126

**Department of Education Computerization Program (DCP) Utilization
on Media Information Literacy in the Senior High School**

Evangeline Cleofe, Department of Education - Rizal

Abstract

INTRODUCTION
Department of Education Computerization Program (DCP) Utilization on Media Information Literacy in Senior High School. The research question aimed to understand the three major purposes : to identify the status of Media and Information Literacy in terms of ICT facilities and Internet connectivity system of the school; to determine the level of performance of the Senior High School in terms of learners' performance in Media and Information Technology Literacy subject; and the perception of the SHS in the level of performance with respect to application of MIL and learners' involvement in using Media Information Literacy.

METHODS
The study was made use of the descriptive-evaluative method of research utilizing adopted survey through researchers made questionnaire-checklist. The use of quantitative design is often used in the SHS computer laboratory and is naturally assembled as intact classes with specifically scheduled time allotment for two weeks implementation of the MIL subjects for SHS.

RESULTS
The results revealed that the more computers connected to the internet the higher the performance for the respondents was reflected. It was also determined that the performance was based on the number of internet connectivity. Although computers were available in a senior high school computer laboratory they performed low when some of the units cannot be connected in the internet using personal pocket wifi.

DISCUSSIONS
The success of the DCP utilization in the Media Information Literacy this SY 2018-2019 is the feedback results from the last year action research. The present action research really helped the students in Grade 11 to 12 Senior High School. And those learners don't know how to operate/manipulate the computer units and how to use and prepare some of the application of information and communication systems and media information literacy., But now with the helped of DCP Batch 36 as a resilient of 45 units of computers and other hardware peripherals this action research are successfully utilized in student learning outcomes

KEYWORDS: Department of Education, Computerization Program, Information Communication System and Media Information Literacy

SUBMISSION ID: R04A-RIZALP-0451

Department of Education Computerization Program (DCP) Units Utilization: Impact in the Academic Performance of Students in Science and Mathematics

Jaena Dela Cerna, Department of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION

The Department of Education (Department of Education) is geared towards the transformation of education through the Department of Education Computerization Program (DCP). It promotes the right of all citizens to take appropriate steps in making education accessible. DCP aims to enhance the teaching-learning process and meet the challenges of the 21st century. The study aims to determine the impact of DCP unit utilization in the academic performance of the Grade 10 Integrity students in Science and Mathematics at Balas Buco Sta. Maria National High School

METHODS

The data is analyzed and tabulated using the grades of the respondents in the Second Quarter in Science and Mathematics. The second data is the impact of DCP utilization in the academic performance of the respondents in the Third Quarter. Appropriate statistical treatment is used and the frequency or level of academic performance of the student respondents

RESULTS

Basically, there is an increased percentage of students who got outstanding grades in both subjects at 6.25% in Mathematics and 12.5% in Science. There is a change in the percentage of the students who got a very satisfactory grade in Mathematics at 2.083% increase and a 12.5% increase in Science. There is an increase in the percentage of students who got fair grades in Mathematics at 14.583% and 14.75 in Science.

DISCUSSIONS

It is true that when the computer is used as a learning tool in a teaching session, it motivates and captures the pupils' interest which culminates in a vivid and interesting lesson for the pupils. It was found out that after using the DCP in Mathematics and Science subjects, the grades of Grade 10 Integrity for the 3rd grading period gradually increased and it has significant relationships. It is also concluded that the Department of Education Computerization Program (DCP) utilization has a great impact on the academic performance of Grade 10 Integrity in Science and Mathematics.

KEYWORDS: computerization, technology, utilization, program, performance

SUBMISSION ID: R04A-BATANP-1293

Department of Education Quezon Teachers' Spending Patterns: An Input to Financial Wellness Program for Teachers

Marion Joy Merle, TRAQ

Abstract

INTRODUCTION

In an article written by Tagupa (2018) it is said that the teaching workforce is "...underpaid." It became clear from the feedback that "underpaid" is a contentious word to describe teachers. This research investigated the current status of teachers in terms of spending. Specifically, it attempted to look into the spending patterns of Department of Education Quezon teachers with the intention of designing a Proposed Financial Wellness Program in order to help teachers manage their financial resources.

METHODS

Descriptive-survey and descriptive-analysis methods of research were used in the completion of this research utilizing a validated survey questionnaire that covers the profile and spending patterns of the respondents allowing the researchers to design a proposed Financial Wellness Program for Teachers. The study involved 267 respondents. Collected data were treated statistically using simple percentage, mean and mode.

RESULTS

(1) Majority (52%) of the respondents are married and 45% are single with 3% widow/er; designation: 152 or 57% are Teacher-I, 35 or 13% Teacher - II, 48 or 18% Teacher III, and 32 or 12% Master Teacher; average number of years in service: Teacher I = 3.68 years, 10.77 years for Teacher II, 12.60 years for Teacher III and 20.31 years for Master Teacher; (2) As to the take-home pay of the respondents, the study revealed that the average take-home pay of Teacher I - respondents are P11,413.50, P8,525.66 for Teacher II, P9,092.17 for Teacher III, and P13,127.71 for Master Teacher; (3) The spending patterns of Department of Education Quezon teachers are best illustrated by the following monthly priorities: electric bill (100%); clothing (98%); food/including occasional dining out (96%); utilities (91%); cellphone/internet (89%); water (88%); tuition and educational expenses (84%); movies/entertainment/leisure activities (83%); charity fund including assistance to relatives (76%); cable TV (75%); and house rental/amortization (55%). These monthly expenditures are not actually sufficient for the respondents' monthly take-home pay.

DISCUSSIONS

The results demonstrated the need to involve teachers in the Financial Wellness Program in order to reduce teachers' problem on the management of personal funds (salary). Developing a Financial Wellness Program is an effective tool in order to address the current scenario being faced by the teachers. Prioritizing one's needs and proper budget allocation can be enhanced and emphasized in order to ease teachers from their financial difficulties

KEYWORDS: Financial Wellness, Spending Patterns, Take-Home Pay

**Depression among Grade 10 Students in Tilambo national High School;
Causes and Effects**

Cereline Joy Asi, Department of Education - Batangas Province, Tilambo
National High School

Abstract

INTRODUCTION
Among junior high school students, Grade 10 is the most critical level when it comes to depression. While graduation may be an exciting time and one filled with hope, it is also a time of great transition "one that can lead many students to become depressed.

METHODS
The study used the descriptive method of research to acquire the needed information concerning the study. The researcher utilized a researcher-made questionnaire as a way of getting more information relative to the objectives of this research study.

RESULTS
Among the causes of depression, students are much affected by their academics because of the competitions happening in the school. They are worried about the test results, assignments, projects or requirements given by their teachers. They took the challenges as a problem that think it is hard for them to succeed. On the other hand, most of the respondents assessed that their families may be open with them about their feelings and problems but there is still space wherein it is really not enough for their child. And lastly, the students' school environment wherein they were least affected by the school environment because they were used to it since they took longer time spending their day than their home.

DISCUSSIONS
No one needs to be left alone to battle depression, you don't have to go through it alone. Tell a friend or a trusted adult, or approach local counseling. You have to recognize the signs and symptoms that you may possibly have. If in your careful estimation self-help will work for you then pursue self-help with determination. First, however, take the necessary time to understand your issues, and explore all of your alternatives for self-help. Avoid risky, extreme, or unproven methods and solutions that might endanger you or others. If, however, you've thought it through and have decided that self-help isn't likely to work for you at this time, then seek out professional assistance now. Don't stand in your own way by avoiding professional assistance.

KEYWORDS: Depression

Descriptive Writing Skills: A Workbook in Teaching Adjectives with Emphasis on Suprasentential Level

Raquel Sabornido

Abstract

INTRODUCTION

Among the macro skills of language, writing is the most complicated one and has different types. Descriptive writing is one of the types of writing and it is a useful tool in many types of writing (Pertiwi, 2013). Most students get difficulties in writing descriptive paragraph due to limited knowledge about the use and choice of adjectives. The problem in learning descriptive writing is partial because the students get little practice. In the three levels of grammar; subsentential, sentential, and suprasentential levels, the last one was the most neglected due to the complexity of its metalanguage features. Taking into consideration the challenges in descriptive writing, a workbook with emphasis on the suprasentential level is a necessity to meet the learners' needs and equip them with skills required for their level.

METHODS

This research made use of pretest and post-test to 50 grade six pupils who were purposively selected for the study. After conducting the pretest to the pupils, the development, and validation of the workbook and acceptability questionnaire were done. The researcher administered the questionnaire on the level of acceptability of the workbook to the identified 20 teachers. It utilized the mixed qualitative and quantitative method of research that made use of the checklist, rubrics, and worksheet and quantitative analysis of data and variables. Using t-test, percentage and mean, the result was analyzed.

RESULTS

Based on the qualitative analysis made on the linguistic feature of descriptive paragraphs, the results revealed that the grade six pupils used adjectives in a very minimal manner indicating a lack of adjective vocabulary. The adjective happy is the most commonly used adjectives in their paragraph. Similarly, they also manifest problems in proficiency writing particularly in the construction of phrase, run-on, and clause. The suprasentential workbook in teaching adjectives is highly acceptable in terms of content, functionality, adaptability, usefulness, and authenticity. There is an evident increase in the posttest compared to the pretest.

DISCUSSIONS

The results demonstrate that there is an improvement gain in the use of the suprasentential workbook in teaching adjectives. Thus, the more writing strategy or activity can engage the learner as a person the more it will capture his/her imagination and spark his/her motivation. This involves lesson scaffolding of adjectives that starts from words to paragraphs. The researcher recommends parallel studies concerning the use of verbs in a paragraph.

KEYWORDS: Adjectives, Descriptive Writing Skills, Suprasentential Level, Workbook

SUBMISSION ID: R04A-TAYABA-0004

Design on Individual Teaching for Children with Special Educational Needs

Leo Sarmiento, Department of Education, Iriga City

Abstract

INTRODUCTION

Learning differences become most evident in the discrepancy in the school system. School teaches one way; and children who are unique or different learners are bound by this system that, for the most part, does not have the proper knowledge, teaching resources nor tools to support them. In this study, there is a need to construct and validate Design on Individual Teaching (DO IT) for children with special educational needs.

METHODS

This study will benefit the pupils, teachers, parents, school administrators, curriculum planners, and future researchers. It was focused on the children with special educational needs and design on individual teaching. The study employed the descriptive-survey method. The Purposive Sampling was applied to get the number of pupil-respondents. The tool used in the gathering of data was documentary analysis. Anecdotal records were solicited from the teachers. Likewise, an unstructured interview was utilized to support the information that was gathered. The statistical tools used were the following: frequency count, percentage technique, and weighted mean.

RESULTS

The Design on Individual Teaching (DO IT) is constructed to provide supplementary instructional materials in teaching visual perception, math, language, communication, reading, handwriting, and self-help skills to children with special educational needs, the curricular validity of the Design on Individual Teaching (DO IT) is attained by the passing general weighted mean. The items in the presentation and organization of material are most evident in the supplementary material.

DISCUSSIONS

The constructed Design on Individual Teaching (DO IT) can help the children with special educational needs develop their visual perception, math, language, communication, reading, handwriting, and self-help skills, the Design on Individual Teaching (DO IT) is curricular valid. Regular teachers must play a major role in assisting children with special educational needs. They must extend extra support in meeting their special needs, the constructed Design on Individual Teaching (DO IT) designed for children with special educational needs.

KEYWORDS: Design on Individual Teaching, Special Educational Needs, Supplementary Materials

Design,Development and Evaluation of Slide Deck Presentation in Fraction to Grade 6 Pupils of Nasugbu West Central School

Regina Luz Guevarra, Department of Education

Abstract

INTRODUCTION

The advent of the computer age and the proliferation of computer technology were the most important technological advancements in the 21st century. Seizing the opportunity for change, the use of computers in education has become inevitable. Having found that it provides the students with a more suitable environment to learn, serves to create interest and a learning centered-atmosphere, and helps increase the students' motivation, the educators had turned another lead in the educational process. In this particular study, the researcher is keen on developing and proposing a computer-based instructional material for Grade 6 Mathematics.

METHODS

The results were arrived at using the frequency count and percentage mean, standard deviation and paired t-test. It used the descriptive method of research using twenty (20) teacher-respondents and one-hundred (100) Grade 6 pupil-respondents in Nasugbu West Central School. The written questionnaires with the letter of the request were distributed to them and later collected. The data were tallied, interpreted and analyzed. The reinforcement program was designed to help the teachers and students of Nasugbu West Central School improved the performance of students infraction.

RESULTS

With regards to students' perception of the effectiveness of the developed slide deck presentation infraction, the weighted mean scores obtained ranged from 3.47 to 3.36 which were interpreted as good. As for the teachers, they perceived highly and positively affect the effectiveness of the developed slide deck presentation materials as seen on the high weighted mean scores each activity obtained from 3.46 to 3.40 with a composite mean of 3.42 which was interpreted as good.

The obtained t-tabular of the student and teacher mean was 1.26 which was less than the t-tabular of 2.00 at a 5% level of significance. This means that there was no significant difference in the perception of Mathematics teachers and Grade 6 pupils in the effectiveness of the developed slide deck presentation materials.

DISCUSSIONS

The result showed that the developed slide deck presentation infraction is effective and will contribute to the improvement of the pupils' performance infraction in Nasugbu West Central School as perceived by the respondents. However, designed and developed slide deck presentation may be further developed and additional lessons may be added by other researchers to further enhanced its effectiveness and usability.

KEYWORDS: slide deck presentation, performance

SUBMISSION ID: R04A-BATANP-1692

Designing a Better Scaffold of Learning in Teaching Economic Principles through Graphical Simulations

Kristina Carla Reniva & Riennalyn Joy S. Gutierrez, Magdalena INHS

Abstract

INTRODUCTION
Currently, there is a general consensus that inquiry-based approaches in learning incorporate students' active investigation and experimentation are necessary to motivate students. Instructional scaffolds are to support students in accomplishing new tasks they could not achieve on their own. The main purpose of the study was to determine the effectiveness of a designed scaffold of learning to the performance of students.

METHODS
This action research utilized an experimental design. Two groups were taught the same lessons in economics which was divided into two parts the conceptual part for the lesson discussing the economic concepts and the procedural part for the lesson discussing the economic computations. The control group was taught using the single teaching with modular activity approach while the experimental group was taught using the designed scaffold of learning through graphical simulations.

RESULTS
The predictor "objectives" had a verbal interpretation of Significant which implies that the designed scaffold of learning meets the goals of the lesson. The "usefulness" indicator registered an interpretation of Significant evidently the designed scaffold of learning can be applied to the varying attitude and abilities of the students. While the indicator of clarity and organization registered a partial significant effect on the performance of both groups. A cursory analysis of findings tends to point out that level of effectiveness of designed scaffold of learning had a partially significant effect to the level of performance of students in knowledge-based test in terms of procedural and conceptual knowledge of both groups. The recent study revealed that whatever method has been used to the students they will still perform averagely in the assessment.

DISCUSSIONS
The six (6) teacher respondents of this study revealed that all four (4) indicators of the designed scaffold of learning were indeed effective. A higher number of students from the experimental group perform better than the students in the control group in terms of the conceptual test while the control group performs better than the experimental group in terms of procedural items. As revealed by 1.8775 computed t- a value which fell on the rejected region signifies that there is no significant difference between the performances of two groups in the knowledge-based test. Through the use of simple regression analysis the designed scaffold of learning had a partial significant effect in the performance of two groups in the knowledge-based test.

Determinants Affecting Grade 10 Students Preference in Senior High School at Anselmo A. Sandoval Memorial National High School

Eugene Ramos, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

With the advent of the K to 12 Curriculum, specifically the Senior High School Program, it is very important to guide the junior students in making the right career choice. This is to help them avoid future problems brought by wrong career decision. Hence, this study aims to determine the factors that influence Grade 10 students' preference in choosing the SHS track and the plan of action that may be proposed to enlighten the students about the different strands.

METHODS

The descriptive method of research was used using the profile of the respondents Fifty randomly selected students from Grade 10 answered the prepared questionnaire. Weighted mean, frequency, and percentage were the statistical tools used to determine the results.

RESULTS

From the demographic profile, most of the respondents were female. The respondents perceived that Senior High School prepares students' readiness in their career and that their preferred strands were offered in the SHS courses. Likewise, it depicted that most of them were ready and prepared in their chosen career. With these results, it was decided to create an implementation scheme that involved additional opportunities for career guidance for every student including suggested innovations like one-on-one approach and sessions with parents/ guardians.

DISCUSSIONS

A career guidance program to be developed for student's self-awareness of their responsibility, interests, strengths and weaknesses, guidance counselors to provide guidance towards orientation and choice of track, to become updated with new concepts and strategies for career guidance through seminars/trainings, school administrators to establish program and to maintain program to enhance the awareness of the students in the SHS Curriculum, active participation of parents and the entire academe were highly recommended.

KEYWORDS: Innovative materials (numeracy tools), e-games (electronic games)

SUBMISSION ID: R04A-BATANP-1270

Determinants in Choosing Track for Senior High School among Grade 10 Students of San Pablo City National High School S.Y. 2018- 2019

Blu Ann Margaret Dantic, Kurt Russel Niem, & Raven Victoria Lucero, San Pablo City National High School

(Adviser: Luningning Adarna)

Abstract

INTRODUCTION
One of the hardest things to do in this world is to choose. This has a connection when it comes to choosing a track for Senior High School since the K-12 curriculum has been implemented in the Philippines last S.Y. 2016-2017. In this study, the researchers explored the factors affecting Grade 10 students of San Pablo City National High School S.Y. 2018-2019.

METHODS
Questionnaires were utilized for the faster gathering of data in determining the mean to describe the information as well as the perception of the respondents. The respondents of the study were eighty (80) Grade 10 students and were selected through random sampling from seven hundred (700) Grade 10 students enrolled in San Pablo City National High School S.Y. 2018-2019.

RESULTS
Some grade 10 students who answered and participated in the researchers' given questionnaires who are affected by the factors that can influence their decisions in senior high school reveals that the respondent's profile, home-related factors, school-related factors, and social related factors were significant as a result in this study. It can be gleaned that it illustrates a significant relationship that the factors given will mostly affect the students in their choice after their moving up, for senior high school.

DISCUSSIONS
The results demonstrate the need for educational savings of parents for their children in order to provide the expenses in their senior high school. It is also in need of students to decide what their talent, skill, and ability in choosing their preferred track. Students should be taking advice from a knowledgeable person that can be decent or relevant to their situation

KEYWORDS: provision, determinants, track, senior high school

Determinants Influencing Grade Four - Mabini Pupils' Performance in Science: Bases for Intervention Program

Jocelyn Triviño, Department of Education

Abstract

INTRODUCTION

The fundamental way of every individual and political decision is the knowledge in Science. We use scientific information to make choices and judgments for every issue an event that occurs every day and at all times we use Science in daily life. But even apparent significance of scientific literacy, the test administered over the years showed poor pupils' performance in Science. Poor pupils' performance specifically in public elementary schools in our country has been one of the major problems of the Department of Education. The mean proficiency level in Quarterly test in Science for the past years was always below 75% and thereby interpreted as low mastery of Science competencies. The miserable scores stay on as both challenge and imperative to all Science teachers (Tan, 2008). In view of the foregoing, the researcher was inspired to conduct action research to find some remedies and come up with an intervention program to improve pupils' performance in Science among Grade Four - Mabini in Paaralang Elementarya ng Nagsaulay for SY 2016-2017. The consolidated grades of these sets of pupils for the previous year revealed that Science subjects got the waterloo final ratings at the end of the school year.

METHODS

Descriptive Method was utilized to identify the determinants of Grade Four pupils' performance in Science. This research focuses on the Grade IV-Mabini pupils of Paaralang Elementarya ng Nagsaulay with thirty-seven respondents.

RESULTS

Upon applying some interventions and strategies, the Grade Four- Mabini class' participation was improved. Eagerness to join in conducting Science activities and experiments were very evident. The pre and posttest results for the first semester were compared. There were thirty-four out of thirty-seven pupils or ninety-two percent of the pupils passed the test and three or eight percent of pupils failed in the posttest. It is interesting to note that the percentage of pupils who passed in the posttest increased from zero percent to ninety-two percent. Moreover, the class achieved a Mean of thirty-one and the Mean Percentage Score of at least eighty-one percent.

DISCUSSIONS

The results proved that innovation and interventions applied to the focused respondents and the like may be effective if there will be a continuous implementation of the identified program.

KEYWORDS: Determinants, Intervention, Performance

SUBMISSION ID: R04A-BATANP-0788

Determinants of Absenteeism of Selected Pantawid Pamilyang Pilipino Program Beneficiaries in General Emilio Aguinaldo National High School

Himaya R. Zapanta, Juanita A. Quimpo, Shirley A. Hoñez, & Toni Rose Giane A. Nato, General Emilio Aguinaldo National High School

Abstract

INTRODUCTION
This research used a schematic frame which explains the collaborative effort of both the Department of Social Welfare and Development and the Department of Education to ensure the implementation of the government's Pantawid Pamilyang Pilipino Program or 4Ps managed by the DSWD which provides monetary assistance to poor families committing themselves to send their children in school.

METHODS
The descriptive research was conducted to distinguish the determinants of absenteeism among the 4Ps beneficiaries of the school year 2015-2016 which will serve as the basis for developing an intervention program. The study focused on the institution's 4Ps beneficiaries as reported by the City Social Welfare Development Office which includes 132 students, 61 parents and 26 teachers using the random purposive sampling. The main instrument used in collecting data for this study was the survey form derived from the English version of Murcia (2013). It was translated to the Filipino version by the researchers to a better understanding among respondents.

RESULTS
Findings revealed the different determinants and percentages of responses: Classroom environment got the highest response (61.24%) as the reason for beneficiaries' absenteeism, second is a physical factor (56.11%) and third is teacher-related reasons (47.73%). Many researchers confirmed that classroom environment such as physical attributes was a contributing factor to student absenteeism. It was asserted by Carreon (2016) absenteeism is one of the most prevalent problems encountered by the teacher which was highly associated with family-related problems of the students. Sierra (2016) and Salasbar (2016) asserted that personal attitude, health problems, and home-related problems were the most prevalent causes of absenteeism. Learners' choice, parental and school atmosphere were contributory factors to learners' habitual absenteeism (Odonzo, 2016).

DISCUSSIONS
The results revealed that the six determinants (Physical Factor, Health, Personal Attitude, Teacher-Related Issues, Classroom Environments, and Home-Related Factors) which is considered to be the contributing factors to 4Ps beneficiaries' absenteeism had shown great impact among the beneficiaries should be monitored by the teachers, parents, and school administrators to keep track the learner's progress. It was recommended, however, that the school support system is encouraged to take part in the intervention program for the inclusive growth and development of 4Ps students' beneficiaries.

KEYWORDS: Absenteeism, Determinants, Intervention Program, 4Ps Beneficiaries

SUBMISSION ID: R04A-IMUSC1-0056

Determinants, Stakeholders Responsiveness and Perceptions Towards Dropout Risk Reduction in Calatagan National High School: Input for a Strategic Guidance Program

Maricel Herjas, Department of Education - Batangas Province, Calatagan National High School

Abstract

INTRODUCTION
One of the most alarming situations being experienced by schools all around the world is the increasing number of students who dropped out of school despite the efforts of the authorities to put a stop into this. In the Division of Batangas, Calatagan National High School is one of the schools in the Philippines that continually experienced the problem regarding the increase of dropouts. In this light, the researcher conducted this study to determine the factors affecting the dropout rate of Calatagan National High School as the basis for a Strategic Guidance Program.

METHODS
A descriptive method research design was employed in the study to analyze the determinants of dropouts and perceptions of the stakeholders as regards dropouts. Data gathered were statistically analyzed using descriptive statistics and Paleontological Statistics (PAST) software version 3.14 and t-test for Independent Samples were utilized to show significant differences between stakeholders' perceptions on dropouts.

RESULTS
As reflected in this study, the results showed that the Department of Education National Standard of 0% dropout rate was not met by the school. Students dropout of school due to varied reasons prevailing within the family, community and oneself. And an increase in the dropout out rate is expected for the next school year if there is no intervention done. It is also clear that teachers always monitor the attendance of students regularly, conducted home visitation on students at risk of dropping out and usually utilized intervention program on students at risk of dropping out. Both parents and community stakeholders agreed on their perceptions that personal, family, school and community-related factors contributed to the challenges faced by school dropouts based on their perceptions.

DISCUSSIONS
Performance indicators of Calatagan National High School in terms of Dropouts and School Leavers for the past three (3) years with prevailing causes remain a challenge faced by the school. Dropouts for the succeeding school year may increase based on the forecasted dropout rate. Teacher's responsiveness towards dropout risk reduction clearly defines the responsibilities of teachers in carrying out the program to stakeholders. Parents and barangay stakeholders' perception of the causes of dropouts is the same with regard to personal, family, school and community factors. The strategic guidance program for students at risk of dropping out is considered to play a significant role to make the program work.

KEYWORDS: Determinants, dropout, responsiveness, strategic, Calatagan

Determining Common Writing Errors in the Construction of Simple Sentence among Grade Five Bonifacio Pupils at Balagbag Elementary School: An Intervention Program

Reynalin Dotig, Department of Education - Batangas

Abstract

INTRODUCTION

Writing seems to be the most complex among the basic skills of the English language. After the lesson has been executed, one of the inputs to be tested is whether the writing process with connection to the topic has acquired the consolidated use of grammar, language form, and vocabulary items. The pupils may have all the ideas on the paper yet expressing these ideas may tend to complicate the written output thereby producing varied grammatical errors. Thus, determining common writing errors is seen as significant alongside the use of the second language.

METHODS

A descriptive study determined the common errors in the writing of a simple sentence. It used to survey, questionnaire and interview with 24 pupils composed of 9 males and 15 females as respondents and prime subjects and were presented in tabular form. To fully determine the common errors, identification and categorization of errors have been monitored.

RESULTS

Throughout the implementation of the study, important data were yielded as regards the quantity and quality of the written sentence made by the respondents. Finally, 24 pupils have written 5 sentences each which resulted in a baseline data of 100 sentences. With these, the following results were identified, classified and analyzed as the most common errors according to the level of mistakes. (1) tense, (2) subject-verb agreement, (3) prepositions, (4) morphology, (5) articles, (6) verbs and (7) pronouns. The errors revealed that while pupils know that these forms exist in English grammar, they still have not mastered the rules governing them.

DISCUSSIONS

This study has seen to provide an insight into language learning problems encountered by pupils which can be useful to teachers because they can tell about the common trouble spots in language learning particularly in the acquisition of the writing skills at a particular point of the educational system.

KEYWORDS: writing, errors, construction

SUBMISSION ID: R04A-BATANP-2268

**Determining ICT Competence and Barriers among Grade-V Millennial
Learners at Antipolo Elementary School: An Assessment**

Glendyl Catipan, Teacher II

Abstract

INTRODUCTION

It is very evident that the Department of Education aspires to bring the most recent, reliable, and adaptable forms of modern technology. Through various Department of Education ICT programs, it makes every teacher and pupils ICT literate, adaptable and adjust to the society where they belong. This study aims to assess the competence of Grade V pupils in using ICT through strategic interventions and programs. Moreover, we are looking forward to teaching our pupils to be ICT literate, maximize its usefulness and learn to become responsible and accountable users of modern technologies.

METHODS

The study covers the ICT performance of the Grade V millennial learners based on pre and post assessment hands-on test on ICT test. A descriptive method of research was used with the prepared questionnaire as an instrument in gathering data. There are 30 Grade V pupils who become the respondents of the study. The frequency, percentage, and ranking were the statistical tools applied. The t-test is a statistical tool used to test the null hypothesis. It is a statistical tool that will determine if there is a significant difference between the Pretest and Posttest of the respondents after the intervention was applied.

RESULTS

Based on the pre-hands-on test on ICT competence, most of the Grade-V Millennial learners have a poor ICT performance and unable to execute Microsoft applications. Barriers at home, based on the study is a high extent that really affects the ICT performance among Grade V pupils. The use of interventions and other similar programs are effective ways to improve ICT performance. Self - motivation has a great impact on the respondents. The barriers affecting the ICT performance of the pupils have an important bearing on the success or failure of ICT learning.

DISCUSSIONS

Parents should be aware of the modern technologies that will help their child to learn effectively and efficiently. The use of social media requires a lot of discipline and responsibility. Users must know their usefulness and limitations as well. Teachers must demonstrate ICT literacy and expertise. They must first learn ICT and use it to improve the teaching-learning process. School administrators should also supervise, monitor, and evaluate the ICT performance of the pupils. They must take the lead in helping the pupils to improve and discover their ICT potentials knowing that ICT is a form for modern living and a tool for learning.

KEYWORDS: ICT, assessment, performance, intervention,

SUBMISSION ID: R04A-BATANP-1741

Determining the Factors Affecting Student-Teacher Relationship and its Effect to the Academic Performance of the Grade 12 Students in Gen. Pantaleon Garcia Senior High School S.Y 2018-2019

Anna Bianca R. Estrada, Gen. Pantaleon Garcia Senior High School

(Adviser: Maria Theresa Landoy)

Abstract

INTRODUCTION

This study determines the factors affecting the student-teacher relationship and its effect on the academic performance of the students. Teachers usually provide support to their students and are able to uplift their feelings of competence, thus, teachers who can utilize the classroom environment in terms of knowing their student's interests, preferences and showing each other respect regardless of their differences, can strengthen relationships. These factors were carried out in this study to further investigate how does it affect the students academically.

METHODS

This study is Quantitative research and uses descriptive research design to determine the factors affecting the student-teacher relationship. The scope of this study is the Grade 12 students in GPGSHS, S.Y. 2018-2019, however, the target sample population of this study is delimited to 100 students choose respondents systematically. An instrument that was used in this study is a 4-point Likert Scale and was given through self-administered.

RESULTS

The result of this study is that the teachers who produce the desired result tend to create a better relationship with the class environment. Furthermore, the student-teacher relationship helps to boost the student's motivation to perform better in class discussion and they get higher grades which affect the student's productivity and self-esteem.

Therefore, the students agreed that student-teacher relationships in the school environment should be nurtured for the students are able to feel safe and secure in their learning environment, gaining the highest average mean of 3.26, interpreted as "agree".

DISCUSSIONS

This study concluded that the factors that exist and affects student-teacher relationship are the teacher's efficacy which means that the teachers who produce the desired result tend to create a better relationship with their students which boost the student's motivation and most likely achieve higher grades. The findings of this study suggest that is able to build such a student-teacher relationship, teachers must apply the best approaches and new teaching styles that produce desired result to motivate the students to improve academic performance

KEYWORDS: STUDENT-TEACHER RELATIONSHIP EFFECT ACADEMIC PERFORMANCE

Determining the Level of Learning Retention of Grade 8 Students in Laws of Motion Using Animated Instruction

Judith Dayrit, Balayan National High School

Abstract

INTRODUCTION

The learner's memory retention level is a must in achieving the minimum learning competency of learners in their subject. In fact, in the modern teaching approach which is the facilitated learning, the acquired learning of the students on their lessons, memory retention is always considered.

In fact, if retention is not a top priority in the classroom, teachers spend most of our time reviewing and re-teaching the concepts. Based on the last academic record of the 1st Quarter Science 8 Examination, S.Y. 2018-2019 at Balayan National High School, Balayan, Batangas, the average score of the grade 8 Haynayan is 21.56 with a standard deviation of 9.0159 in a 50 items examination. Thus, it shows very low memory retention of the Grade 8 students.

METHODS

A quasi-experimental method was employed to describe the learning retention of the learners using the animated instructional material in computer-based teaching. The conduct of pre-test, post-test, and retention tests to the experimental group who were exposed to animated instructional material of teaching and the controlled group. This study was conducted and tested at Balayan National High School, Balayan, Batangas. There were 50 students of the Grade 8-Haynayan, grouped into two as the experimental and controlled group of the present study. Results of the pre-test, post-test, and retention tests were gathered from both the experimental and control group.

RESULTS

The result means that both groups have no prior knowledge of the lesson that is being presented. Basically, a pre-test is important in a study using an experimental method to avoid biases of the data of the present research and to see if the participants' attitudes significantly change from before the treatment (the pre-test) to after the treatment (the post-test).

DISCUSSIONS

Therefore, the researchers concluded that animated instructional material is effective in enhancing the memory retention of the learners in their learning competency. It is also convincing that animated instructional media is more effective than the usual instructional media in maintaining the retention level of students in science 8 even after 10 days. Thus, the use of animated instructional material in teaching science is an effective visualization tool for learners' long-term memory retention. The researcher realized the advantage of the animated instructional material in teaching sciences helps the learners to improve their memory retention capability.

KEYWORDS: Learning retention, pretest, post test, quasi-experimental, animated instruction

Develop Disaster Risk Reduction Awareness and Preparation Skills among Grade 6 Pupils of Tejero Elementary School, General Trias City through Project Palad for Community Resilience

Jhenrizza Doneza, Tejero Elementary School, General Trias City

Abstract

INTRODUCTION

Disasters may happen anytime and anywhere. We can never tell the risk it may bring. Thus, Tejero Elementary School, created PROJECT PALAD (Program Activities and Linkages to Avoid Disaster) to promote the general welfare and general information on Risk Reduction and Management, protect lives and properties of parents and pupils and soon help in community resilience. This study sought to determine whether PROJECT PALAD would be effective in enhancing the greatest awareness of pupils, parents and external stakeholders of Tejero in Risk Reduction and Management in whatever calamities will arise. It examines the use of Project PALAD by looking at the results and opinions of selected Grade 6 pupils in Tejero Elementary School for the school year 2017-2018.

METHODS

Using descriptive statistical analysis, a comparison of two groups of pupils, fifty (50) pupils were randomly assigned to the controlled group and the other fifty (50) to the experimental group. The experimental group used Project PALAD including different projects and activities on disaster awareness while the control group did not experience/encounter the said activities. The data were collected using a T-test for independent variables to determine the significant difference between the mean scores of the experimental and control groups in the activities given. And even semi-structured interviews. The experimental group which was given risk reduction and management activities performed much better than the control group.

RESULTS

These show that pupils who participated in Project PALAD and DRR activities can mitigate and prevent the untoward incidence and had a higher score than those pupils who were not. The research showed that there is a significant difference between the mean scores of the two groups. This is an accord with research indicating that learners' knowledge levels increased using Disaster awareness activities and the school even won an award as the Most Outstanding DRRM implementer. The study concludes that Project PALAD, with a helping hand, is a successful one through the testimonies and results of many learners interviewed about how the program helped them.

DISCUSSIONS

This program gave them the knowledge and information that everyone is responsible for taking care of themselves and others. This also became a big part of each family on the importance of being aware and prepared during a calamity. Hence, it is recommended that the use of PROJECT PALAD in elementary schools be strengthened to contribute as well in community resilience.

KEYWORDS: disaster awareness, preparedness, school disaster risk reduction and management council (SDRRMC), Program Activities and Linkages to Avoid Disaster (PALAD), awareness raising activities, mitigate, resilience

SUBMISSION ID: R04A-GENTRI-0005

Developed School - Based Innovative Forms: Input to Increased Time - on - Task

Marc Aller Anthony Guevarra, Department of Education - San Pablo

Abstract

INTRODUCTION

Attending to teaching loads and accomplishments of school forms are two of the most important tasks which teachers need to attend to. Many innovations have been tried and through rigid implementation to make work more efficient and time - on - task increased, yet still not enough. The primary goal of this research is to assess the perceived effectiveness of the existing school forms and it focuses on the development of school-based forms and their automation, to increase time - on - task.

METHODS

Initial consultation about the accomplishment of school forms with faculty members of San Bartolome National High School (SBNHS) was conducted. The primary concerns were about record keeping, efficiency in completing school forms, minimizing errors, and managing print resources. From these, a set of school based forms were crafted in an attempt to address these needs. The said forms automatically generate school forms or reports such as SF 2 (Daily Attendance Report), SF 9 (Progress Report Card), Item Analysis Report, Rating Sheets, Grade Consolidation - all in one file kit and fully automated.

SBNHS used its school-based forms during the school year 2018 - 2019. For the first and second quarters, it was used only by Grades 7 and 8. Full implementation was done during the same school year for the third and fourth grading periods.

Perception regarding school-based forms' use was qualitatively measured through focus group discussions among subject area coordinators. Likewise, its effectiveness was measured through an analytic rubric based on accuracy, economy, efficiency, storage, and utility as indicators.

RESULTS

For the first and second grading, Grades 7 and 8 teachers rated their work without the school-based forms with an average of 1.15 while grade 9 and 10 teachers rated their work with 4.21. Comparing the results of teachers who used and did not use the school-based forms show that teachers who used the innovative forms had an easier time in accomplishing the school-based forms with a mean difference of 2.06.

Subject area coordinators also quoted that the school-based forms are very much effective and efficient and thus, technically useful for teachers - advisers and subject teachers alike.

DISCUSSIONS

Teachers perceived that the use of innovative school forms as highly effective and efficient. It used less of their time and allowed them to focus more on their teaching posts, lessened errors as data are encoded only once. Generally, it made their work more productive.

KEYWORDS: school-based forms, efficiency, time-on-task

Developing and Improving Reading Comprehension Skills of Grade IV Pupils

Laila Dimaano, Department of Education

Abstract

INTRODUCTION

Reading can be defined as a process of looking at and understanding what is written but it not as simple as that for many understand some things and not others and still be reading. Compared to someone who is reading in his own language, the foreign language reader may not understand many things and will have to develop strategies to overcome the problems encountered. Yet the fact is that despite this view of reading is, the reader does not have to look at or understand it in some measure.

METHODS

The descriptive method of research will be used in this study to gather data. The questionnaire and interview were primary sources of information. Descriptive research provided an accurate portrayal of the characteristics of a particular individual,situation or group. These studies are means of discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information.

Best and Khann (1998) define descriptive research as a method that deals with the relationship between variables, the listing of the hypotheses, and the development of generalization, principal of theories that had universal validity. It is concerned with the functional relationships.

RESULTS

The factors affecting the reading abilities of the pupils are comprehension and reading habits. The highest weighted mean of 4.24 pupils is unable to understand the subject content when words are differently pronounced. About 4.12 weighted mean, pupils develop their comprehension because they are interested in what they read. This factor can be used to develop their reading.

Table 2 Shows that with the highest weighted mean of 4.86, the pupils show that the factor contributes their reading ability is that they believe reading English can support their future career which leads them to have good reading habits shown with a weighted mean of 4.86 interpreted as agreed and rank 1.

DISCUSSIONS

Based on the data being tabulated from the questionnaire based on different factors that affect reading ability. Reading habits ranked no.1 with a composite mean of 4.86 based on the answer of the selected pupils of San Juan West Central School in table 2. In reading habits, the length of time to learn English does not guarantee the cultivation of good English reading habits. Since the present study is descriptive and does not involve the application of any classroom teaching techniques, it is suggested that there are further studies on English teaching techniques that can promote good English reading habits.

KEYWORDS: reading comprehension

SUBMISSION ID: R04A-BATANP-181

**Developing Automaticity Multiplication Facts in Grade 4 -Tulip at
Tambo Elementary School**

Nestor Sepra, Department of Education

Abstract

INTRODUCTION

The four fundamental operations - addition, subtraction, multiplication, and division,
and their relations are basic mathematical concepts to be taught at the primary education level. The acquisition of those four concepts and their relations enables students to develop their understanding of "žnumbers and calculating strategies"Ÿ as well as associating them with daily life problems.

As being observed, Grade 4 pupils' ability to automatically recall basic math facts such as multiplication has significantly declined. This has been a great concern for it will surely affect their future math performance as the math concepts become more difficult and in depth. Pupils are spending too much time thinking about and trying to solve basic multiplication facts. So, further study and action should be done in order to put this concern into order.

METHODS

This research procedure was designed to gather data and information regarding the existing conditions on automaticity in Multiplication Facts. Result on Monthly Flashcard Drill in Multiplication was used.

This action research was conducted in a fourth-grade classroom specifically 18 pupils in Grade 4 - Tulip in Tambo Elementary, School Year 2017-2018. Qualitative and quantitative data were collected and analyzed during this action research project.

RESULTS

After the different interventions, there is an increase in the number of pupils who mastered the multiplication facts. The result of the post-test was measured using the Mean Percentage Score. The significant difference in the result of multiplication facts can be seen on the result of the post-test.

Post-test results showed students' achievement as the scores increase. Though the target has not been obtained fully, at least attaining an MPS of 98.28% increase was already considered a success.

DISCUSSIONS

The researcher recommends that the teacher should be equipped with mathematical skills and at the same time a good motivator to develop the automaticity skills in Multiplication Facts. Daily practice with basic multiplication facts through various engaging activities as well as independent practice help a lot in improving their basic automaticity recall.

The researcher also comes to realize that the study was not only for mathematical learning but deals with values formation. The children realize after the series of activities that perseverance and cooperation are the keys to success in learning.

Developing Career Guidance Program for Aspiring Abm Students of Alangilan Senior High School

Allan M. Aguilar

(Adviser: Allan M. Aguilar)

Abstract

INTRODUCTION

Many people, specifically students are pondering on how to choose the right career path. The most significant thing they can do when they are trying to pick a career is to choose one that is right for them and fits their own abilities and skills. Finding out what career is a good fit is true all that matters. There will be lots of influences that will affect their choices and judgments. In this case, it would be much better if they will ignore people who tell what type of work to pursue and best career lists hyped in the media unless they will make a thorough study on each job or career orientation. Being employed in a company in the future will require much of one's potential and talent, as well as so much time at work. Therefore, one must choose a suitable career that will cope with the demands of a person's chosen field.

METHODS

This study is confined in developing a career guidance program that will assess the knowledge of aspiring ABM students at Alangilan Senior National High School that will serve as a basis for students to qualify in the ABM strand. The researcher used the Descriptive Method of Research that will make use of the survey questionnaire to obtain data needed to develop the said program. The said method includes sampling procedure and data gathering procedure.

RESULTS

The respondent assessment with regard to the factors in choosing the ABM strand, the majority of them strongly agreed that it is their passion or interest considered in choosing this strand. They disagree that it is not their friends or peers who influence them. Most student- respondents agreed that they are knowledgeable in the field of management, marketing, and entrepreneurship. They disagree on the field of accountancy. Most student-respondents agreed that they are prepared in mathematical skills, analytical skills, and communication skills that lead them to choose the ABM strand. An enhancement program can be proposed based on the findings.

DISCUSSIONS

The results demonstrate the needs of Alangilan Senior High School to develop a career guidance program in helping the students in choosing the right track for them. The proposed development program should be reviewed by school authorities before implementation. The developed guidance program should be assessed and evaluated by the higher authority before its full implementation. For the researchers and future researchers to impart the findings of this research study to colleagues and discuss through the proper forum and similar study should try relevant to their field.

KEYWORDS: accounting,career choice,entrepreneurship,management, marketing

Developing Critical Thinking among Students: A Qualitative Study on Teachers' Art of Questioning in Mathematics

Ayrin Pacifico, Department of Education – Lipa City, Lodlod Elementary School

Abstract

INTRODUCTION
Teachers' instincts often tell them that they should use investigational mathematics more often in their teaching, but are sometimes disappointed with the outcomes when they try it. There are two common reasons for this. One is that the children are inexperienced in this approach and find it difficult to accept responsibility for the decision making required and need a lot of practice to develop organized or systematic approaches. The other reason is that the teachers have yet to develop a questioning style that guides, supports and stimulates the children without removing the responsibility for the problem-solving process from the children.

The foregoing statements led the researcher to go on with this study. She wants all teachers, particularly from the area of mathematics have more skills in asking questions to students since it is an art that kindles the students to be more effective learners by making use of their higher order thinking skills. Also, the kind of knowledge students construct and communicate during a mathematics lesson may be dependent on teachers questioning. With this, students understanding of mathematics through questions thrown by the teachers will be enhanced.

METHODS
A qualitative research design in the form of the interview was used to gather the necessary data for this research. Interviewing with the students handled by the participants was also considered as a source of data gathering.

RESULTS
The findings show that the number of years in teaching mathematics affects the pattern of questioning of the participants; the longer the time they have been in the teaching profession, the better the pattern of questioning they execute in class.

DISCUSSIONS
There should be a support system for teachers who are new in the profession. This support system must be composed of those who are experienced and had attended various training in teaching pedagogy.

Teachers who are just new should not be assigned to a group of low performing students to avoid culture shock. They still need time to adjust. The Department of Education should conduct seminars and workshops regarding the teacher's art of questioning.

KEYWORDS: Pattern of questioning, Art of questioning, Critical thinking

Developing Cursive Writing Skills among Grade II Pupils of Mohon Elementary School

Gretchen Agno, Lalaine M. Mendoza, & Melea Mariz A. Bathan

Abstract

INTRODUCTION
Cursive is a style of writing in which all the letters in a word are connected. It is also known as script or longhand. In this study, we found out that there are some letters in the alphabet and the varying strokes in which the grade two learners are difficult to write. In view of this, teachers conducted this study to further improve and develop the writing skills among the grade two pupils.

METHODS
Descriptive research was used which utilized cursive writing worksheets as the primary tool. This writing assessment tool was approved by the principal. The assessment was administered for a month period, every remedial writing time. It was assessed by the researchers using the teacher prepared rubrics. Supplementary writing worksheets composed of 30 pages starting from letters a-z, words, sentences and paragraphs were also used to test the study. It is intended for the utilization of Grade two pupils of Mohon Elementary School during the remedial writing class.

RESULTS
It is found from the data that letters B, F, I, J, P, Q, and T were the most difficult letters to write. The letters were written over or under the line, not formed correctly, letters slant to the left to the right, or go up and down, many erasures cross outs, and work unevenly sprawled all over the paper. However, the push-up and over stroke cursive letters like m, n, v, x, y, and z got 0.67 percent which shows less extent. Letter strokes were more relaxed. Because of these findings, there were several recommendations that need to be implemented such as additional remediation of the following letters by the teacher through modeling wherein the teacher demonstrates proper pencil grip, paper position, and letter formation. Another is guided practice in which students trace, copy and used visual cues to learn how to form letters. Then they produced the letters from memory. Integrated lessons must also use whereas teachers incorporate integrated methods teaching letter names and letter formation. Teaching handwriting within the context of a writing assignment can help to develop fluency and legibility.

DISCUSSIONS
Indeed, having supplementary worksheets and maintaining a daily schedule for instruction, modeling, and practicing cursive writing skills will help the pupils to develop their ability to write legibly.

KEYWORDS: Cursive Writing

SUBMISSION ID: R04A-BATANP-0911/ R04A-BATANP-0924

Developing Cursive Writing Skills among Grade II Pupils of Mohon Elementary School

Gretchen P. Agno, Lalaine Mendoza, & Melea Mariz A. Bathan

Abstract

INTRODUCTION
Cursive is a style of writing in which all the letters in a word are connected. It is also known as script or longhand. In this study, we found out that there are some letters in the alphabet and the varying strokes in which the grade two learners are difficult to write. In view of this, teachers conducted this study to further improve and develop the writing skills among the grade two pupils.

METHODS
Descriptive research was used which utilized cursive writing worksheets as the primary tool. This writing assessment tool was approved by the principal. The assessment was administered for a month period, every remedial writing time. It was assessed by the researchers using the teacher prepared rubrics. Supplementary writing worksheets composed of 30 pages starting from letters a-z, words, sentences and paragraphs were also used to test the study. It is intended for the utilization of Grade two pupils of Mohon Elementary School during the remedial writing class.

RESULTS
It is found from the data that letters B, F, I, J, P, Q, and T were the most difficult letters to write. The letters were written over or under the line, not formed correctly, letters slant to the left to the right, or go up and down, many erasures cross-outs, and work unevenly sprawled all over the paper. However, the push-up and over stroke cursive letters like m, n, v, x, y, and z got 0.67 percent which shows less extent. Letter strokes were more relaxed. Because of these findings, there were several recommendations that need to be implemented such as additional remediation of the following letters by the teacher through modeling wherein the teacher demonstrates proper pencil grip, paper position, and letter formation. Another is guided practice in which students trace, copy and used visual cues to learn how to form letters. Then they produced the letters from memory. Integrated lessons must also use whereas teachers incorporate integrated methods teaching letter names and letter formation. Teaching handwriting within the context of a writing assignment can help to develop fluency and legibility.

DISCUSSIONS
Indeed, having supplementary worksheets and maintaining a daily schedule for instruction, modeling, and practicing cursive writing skills will help the pupils to develop their ability to write legibly.

KEYWORDS: cursive writing

SUBMISSION ID:

Developing Cursive Writing Skills among Grade II Pupils of Mohon Elementary School

Gretchen P. Agno, Lalaine Mendoza, & Melea Mariz A. Bathan

Abstract

INTRODUCTION

Cursive is a style of writing in which all the letters in a word are connected. It is also known as script or longhand. In this study, we found out that there are some letters in the alphabet and the varying strokes in which the grade two learners are difficult to write. In view of this, teachers conducted this study to further improve and develop the writing skills among the grade two pupils.

METHODS

Descriptive research was used which utilized cursive writing worksheets as the primary tool. This writing assessment tool was approved by the principal. The assessment was administered for a month period, every remedial writing time. It was assessed by the researchers using the teacher prepared rubrics. Supplementary writing worksheets composed of 30 pages starting from letters a-z, words, sentences and paragraphs were also used to test the study. It is intended for the utilization of Grade two pupils of Mohon Elementary School during the remedial writing class.

RESULTS

It is found from the data that letters B, F, I, J, P, Q, and T were the most difficult letters to write. The letters were written over or under the line, not formed correctly, letters slant to the left to the right, or go up and down, many erasures cross-outs, and work unevenly sprawled all over the paper. However, the push-up and over stroke cursive letters like m, n, v, x, y, and z got 0.67 percent which shows less extent. Letter strokes were more relaxed. Because of these findings, there were several recommendations that need to be implemented such as additional remediation of the following letters by the teacher through modeling wherein the teacher demonstrates proper pencil grip, paper position, and letter formation. Another is guided practice in which students trace, copy and used visual cues to learn how to form letters. Then they produced the letters from memory. Integrated lessons must also use whereas teachers incorporate integrated methods teaching letter names and letter formation. Teaching handwriting within the context of a writing assignment can help to develop fluency and legibility.

DISCUSSIONS

Indeed, having supplementary worksheets and maintaining a daily schedule for instruction, modeling, and practicing cursive writing skills will help the pupils to develop their ability to write legibly.

KEYWORDS: cursive writing

**Developing English Proficiency among Grade Six Pupils through
Grammar Usage Modules Invention at Banaba Elementary School**

Camille Vergara, Department of Education

Abstract

INTRODUCTION

In this study, the researcher seeks to identify the level of readiness of grade six pupils with regard to the English Proficiency Level, the difficulties they encountered before, during and after the intervention, and the proposed intervention for English Proficiency in Grammar Usage. Regular assessment in the subject of the study was needed to help them in preparation for grade seven. Remediation as its intervention was done every three o' clock in the afternoon onwards. They were given the module as the mode of intervention.

METHODS

The study employed a mixed method research design to identify the level of English Proficiency in Grammar Usage of grade six pupils for the preparation in Grade seven. A simple frequency count was used by the researcher to identify the score of pupils' English Proficiency in Grammar Usage which is 50 points out of 100 for the passing score.

RESULTS

In the pre-test of the Grade, six pupils in English Proficiency Test: Grammar Usage only 18 pupils passed the test. In the post-test of the Grade six pupils in English Proficiency Test: Grammar Usage everyone passed the test.

Based on the pre-test given to the grade six pupils, out of 47 pupils only 18 pupils got 50 points and above. The remaining 29 pupils scored from 49 and below. Only 38% of the pupils passed the pre-test and 62% needed intervention in terms of English grammar usage. Here we can see that intervention is really needed for the preparation for their next stage of education.

DISCUSSIONS

The difficulties encountered by the teachers in teaching English subject in English Proficiency Grammar usage was gathered and was given remediation through the intervention. The Researcher proposed an English Modules Intervention to develop readiness in English Proficiency in Grammar Usage.

To find ways in developing readiness of the grade six pupils for grade seven, the researcher proposed an intervention through the module. This is significant to facilitate the effective teaching-learning process, a guide for the teacher and develop pupils who are morally upright.

KEYWORDS: Proficiency, Grammar, Module, Intervention

Developing Fine Motor Skill of Kindergarten Learners Through" Galaw Ko, Sulat Ko

Hazel Ann Corvera, Teacher -1

Abstract

INTRODUCTION
Fine motor skills developed within early childhood are imperative to children's future success within school life (Christy, 2010). Gata Integrated School (GIS) - Elementary with a total population of 197 pupils' encountered issues about poor fine motor skills. At the beginning of the school year, kindergarten learners underwent the first assessment using the National tool, Early Childhood Care and Development (ECCD) checklist which was a monitoring tool suited to the needs of the Filipino child. ECCD helped the teacher who nurtures the children in their physical and mental development. It had seven domains; one of the domains in this checklist was fine motor skills with eleven (11) developmental levels. It was found out that in the fine motor skills domain out of 33 kindergarten learners there were (15) fifteen identified learners who had poor fine motor skills.

METHODS
A four (4) month regular session through Galaw Ko, Sulat Ko Program, was purposely given to 15 identified kindergarten learners who had poor fine motor skills in order to improve their fine motor skills by engaging in different activities from September to December 2017. The following activities are Playing blocks, Modelling Clay, Pom Pom Drop Games, Sand Drawing. Poking Straws into Holes, Stone sorting, Lacing, Personalized activities using KG primary dots.
This study used a purposive sampling technique. There were 15 identified learners with poor fine motor skills out of 33 Kindergarten learners of Gata Integrated School, Gata, San Agustin, Surigao del Sur.

RESULTS
As a result in the second assessment, the scores of the pupils improved. It revealed that 80% out of 100% were average and 20% still needed more activities and a re-assessment because their development of fine motor skills are still delayed.

DISCUSSIONS
Based on the results, Galaw Ko, Sulat Ko was very effective because the fine motor skills of kindergarten learners of Gata Integrated School were fully developed. Thus, there is a need to sustain the program and the researcher encourages other kindergarten teachers to use said innovation in developing the fine motor skills of their pupils and improving their handwriting skills

KEYWORDS: fine motor skills, poor , kindergarten

SUBMISSION ID: R013-SURSUR-0020

Developing Good Study Habits among Grade Two Pupils in Batangas City East Elementary School SY 2016-2017: Basis for Proposed Action Plan to Improve Pupils Academic Performance

Filipina Del Rosario, Department of Education

Abstract

INTRODUCTION
Inappropriate habits in studying may hinder pupil success in education. Through the help of teachers in school and parents at home, pupils may attain the expected outcome of quality education. This study came into the realization when the researcher had noticed one of the causes of low performance and achievement was poor and ineffective study habits employed by the pupils. Pupils do not possess the right study habits which could be the stairways to address the low performance and achievement in school. This study is anchored on Genesis 4:9 "¦" Am I my brother's keeper?. As teachers, God entrusted those precious souls into our hands. We should lead them to study effectively by developing good study habits.

METHODS
The researcher used the descriptive design to find out what good study habits must be developed among Grade Two pupils in Batangas City East Elementary School because it is concerned with the practices that prevail, beliefs/processes that are going on, effects that are being felt or trends that are developing. The respondents of the study were 20 teachers, 60 parents, 60 Grade II pupils of Batangas City East Elementary School SY 2016 -2017. A researcher-constructed questionnaire was utilized to gather data. It was supplemented with observations and analysis to counter check the data gathered through the questionnaire.

RESULTS
The study habits practiced most often by the pupils were asked for help when they have difficulty with an assignment, keep notes for one subject altogether and study through memorization. Activities/Strategies used by the teachers to develop good study habits were conferring to parents the performances of their children and regular checking and monitoring of pupils assignment. Parents encourage pupils to study by showing love and concern to their children, remind their children to study every day and help their children in doing assignments. The least practiced habit was playing with toys while studying.

DISCUSSIONS
The results of this study show the continuous guidance of teachers in school and parents at home may help develop totally the study habits of pupils. Playing with toys, watching television while studying the lessons were ineffective practices. Monitoring pupils study habits was considered also a great factor to enhance performance in school.

KEYWORDS: Developing Good Study Habits Among Grade Two Pupils in Batangas City East Elementary School

SUBMISSION ID: R04A-BATANC-0423

Developing Handwriting Skills through Kinesthetic Physical Exercises Approach

Emma Castañas, Department of Education

Abstract

INTRODUCTION

Handwriting is the most basic skill which we expect from our pupils. It is one of the components in the teaching-learning process. Children who were exposed to the different kinesthetic physical exercises or activities which involved motor skills at an early age have a great impact on their handwriting performance. The teacher-researcher found out that some of the pupils are poor in handwriting. She found out some factors affecting delayed on the participants' handwriting skills. These factors are motor skills, attitude, and attention or memory. Thus, kinesthetic physical exercises approached initiated

METHODS

Purposive sampling and observation methods were used with the aid of the Multi-Factored Assessment Tool (MFAT) checklist. The MFAT is a tool intended to gather information on learner's strengths, needs, learning styles, and other educational concerns. Through this, the researchers found out that the participants were delayed in their motor skills that affect the handwriting performance of the learners. This strategy caters the needs of the participants to overcome their poor handwriting skills, and this will be performed in the designated area for the 7 identified grade 1-Rosal pupils every afternoon, 20 minutes before the class ends as a form of their play and relaxation.

RESULTS

Most of the researcher's participants had shown their best on their handwriting performance through a series of exercises as the strategy applied to them. The participants were active, responsible, and participative. Therefore, their handwriting skills improved.

DISCUSSIONS

Based on the results presented, there was a great difference from the pre-assessment results and post-assessment results. Thus, The application of kinesthetic physical exercises was effective. It ignites pupils interest to learn and participate happily.

KEYWORDS: Handwriting skills, kinesthetic physical exercises

SUBMISSION ID: R013-SURSUR-0298

Developing Higher Order Thinking Skills of Grade Six (6) Pupils in Selected Araling Panlipunan Topics through Educational Video Clips in Gomez Elementary School in Lopez Quezon

Perlasil Escobar, Gomez ES

Abstract

INTRODUCTION

This research aimed to determine the perception of Grade six (6) learners on the integration of educational videos in developing their higher order thinking skills. It also intended to determine the pretest and post-test scores of the heterogeneous groups and homogeneous groups of students to gauge the presence of a significant difference between the mean scores before and after using educational videos in enhancing grade six (6) students' higher order thinking skills in Gomez Elementary School in Lopez, Quezon.

METHODS

Qualitative and quantitative methods were employed using descriptive and quasi-experimental designs with the triangulation of including validated questionnaires, interviews, and observation notes. Purposive sampling was also employed among 74 Grade Six students divided into heterogeneous and homogeneous groups.

RESULTS

The undertaking revealed that the learners strongly agreed on the benefits of integrating videos in the teaching and learning process of AP with the weighted average mean of 3.71. The pretest means scores of the heterogeneous group (3.75) and homogeneous group (4.94) were also found to be lower than the post-test mean scores of 8.37 and 9.14 respectively after using the educational videos. T-test on both groups also revealed that the computed t-value of 7.69 and 8.69 respectively are higher than the critical t-score of 2.02, in the degree of freedom of 36 and .05 level of significance leading to the rejection of the null hypothesis proving the positive effect of the videos in enhancing the higher order thinking skills of the learners

DISCUSSIONS

The study is significant on the enhancement of higher order thinking skills of the students across the curricular subjects in all grade levels. The results showed an alternative and effective means of developing students' aptitude to a higher level suited to the nature of today's' learners.

KEYWORDS: HOTS, educational videos, perception, Araling Panlipunan

SUBMISSION ID: R04A-QUEZON-0335

Developing Innovative Machine Towards a Sustainable Waste Management in Alitagtag Senior High School

Cathlyn R. Abion, Alitagtag Senior High School

(Adviser: Wilhem Siscar)

Abstract

INTRODUCTION

Globally, students produce waste both inside the classroom and also on the school grounds. The enactment of RA 9003, otherwise known as the Ecological Solid Waste Management (ESWM) Act of 2000, provides for an Ecological Solid Waste Management Program creating the necessary institutional mechanisms and incentives, declaring certain acts prohibited and providing penalties, appropriating funds therefore and for other purposes. With this matter, the researcher believes that there is a great need for the school waste management issue to be resolved immediately. She, therefore, proposed to develop an innovative machine that will encourage the students to actively participate in segregating bottles and other forms of waste in Alitagtag Senior High School.

METHODS

This is a quantitative study and the researcher employed a descriptive method of research. It was done through a survey questionnaire to determine the status of waste management in Alitagtag Senior High School relative to students' participation, waste segregation scheme, and schools' overall cleanliness. The number of respondents per section was computed through Slovin's formula. The hindrances/ barriers encountered by students in giving the school waste management were also identified.

RESULTS

The data gathered revealed that the Alitagtag Senior High School somehow provides waste management that is being implemented inside the school. However, the respondents emphasized the school's lack of equipment and facilities as well as the support from the school administrators and its stakeholders. The students' participation in such activities is also assessed as low by the students and the teachers. Students' interest in cleanliness and orderliness of school is not yet stimulated by the existing activities by the school based on the data.

DISCUSSIONS

Based on the results, the findings highlighted the importance of having an innovative and efficient waste segregation scheme to further maintain the school's overall cleanliness. The school also needs to inform the students regarding the proper waste management for it is believed to induce a sustainable and safe learning environment for them. The findings are also similar to the study of Baula (2010), where he stressed to stimulate the students' participation in the scholastic activities to effectively attain the objectives of the said activities.

KEYWORDS: school waste management, innovative machine

SUBMISSION ID: R04A-BATANP-0886

Developing Intensified Home Visitation Program

Lanie Salazar, Eulalia Talban Ebora Memorial Elementary School & Ederleen
G. Blanco, Balete Integrated School

Abstract

INTRODUCTION
The study aims to determine the causes of students' chronic absenteeism and develop an intensified home visitation program. It also seeks to know the profile of the SARDOS, students' practices, and parents' support.

METHODS
The study utilized the mixed method; the descriptive method using the questionnaire and qualitative using the responses of the parents through interviews. The respondents included 21 parents and their junior high school students in Balete National High School who incurred at least fifteen (15) absences since June 5, 2017.

RESULTS
Most of the SARDOS belong to a family with low socioeconomic income. As a result, they don't have enough allowance to be utilized in school. Their parents support them in their schooling though since they are financially unstable, they cannot provide them everything that they need. They seldom attend meetings in school because they have work/they prioritize the things where they can generate income. On the other hand, the respondents' practice that reflects their attitude about schooling is that they sometimes attend their classes religiously.

DISCUSSIONS
This study focused on the self-evaluation of SARDOS and the support of parents leading to the development of an intensified home visitation program. The findings led the researchers to develop an intensified home visitation program that can be adapted by the teachers to minimize the drop-out cases among the students.

KEYWORDS: intensified home visitation, chronic absenteeism, dropout, students' practices, attitude, parents' support

Developing Interest in Reading: Basis for Enhancing Reading Level among Grade Two Pupils at San Roque Elementary School

Cynthia Magbojos, Department of Education

Abstract

INTRODUCTION

This study determines to develop an interest in reading to serve
as the basis for enhancing reading level among grade two pupils at San Roque Elementary School. Based on the data from the Philippine Informal Reading Inventory (Phil-Iri), most of the pupils fall under "frustration level", suggesting that it requires immediate attention from their teachers. Using a quantitative approach, the findings show that
20% or a total of 25 pupils belong to the frustration level that needs teachers' assistance to become total readers before they can be promoted to the next grade level. The result implies that pupils encountered difficulties in the meaning of the text. This research serves as teachers' reference to evaluate their teaching practices and apply the proposed reading intervention program to improve the pupils' reading intervention program to improve the pupils' reading skills as well as their academic performance.

METHODS

The methods of this research are the identification of techniques, strategies, approaches, activities, and programs needed by the primary grade pupils to attain a zero non-reader in San Roque Elementary School. This is descriptive qualitative research which aims to identify ways to enhance the oral reading skills of the pupils. The respondents of the study are the teacher adviser who are identified based on the following criteria: a. they are identified by their schools as the adviser responsible to develop each child the habit of reading, b. they would like to attain zero non-reader at the end of the school year, they are willing to take part in the study

RESULTS

Oral reading difficulties of pupils can be corrected by providing different activities suited to the pupil's level, employing different techniques for remediation and intensive supervision of teachers, parents and school administrators. The teacher's creativity, resourcefulness, and diligence count most in the success of the program/project. The pupil's interest in reading can be developed and enhanced by engaging in different activities and through constant exposure to different reading materials. The utilization of varied and appropriate instructional materials can facilitate the pupil's understanding of what he is reading. 4. Proper motivation and moral support from teachers, parents, and administrators can make pupils learn.

DISCUSSIONS

Data shows that the teachers teaching the primary level need
to the highest extent that making a warm and inviting classroom library/reading corner will create a welcoming environment that pupil is more likely to spend time there. Empower your students by giving them the choice of their own reading material. Majority of the respondents rated that they needed to the highest level a portion of the day to set aside for D.E.A.R. (Drop Everything and Read). During this time, everyone including the teacher read. D.E.A.R. will encourage the students to read every day. And the best way to get your students needed to the highest extent to love books is to read to them. Sitting next to your pupils will prolong the reading time.

SUBMISSION ID: R04A-BATANP-1637

Developing Leadership among Pupil-Leaders in the Division of Calamba City Towards Personal Development

Florentino A. Lara & Pedrito H. Bolante, Department of Education

Abstract

INTRODUCTION
The researchers conceptualized a study that determines the schools' outcomes of developing leadership towards personal development among pupil-leaders in the Division of Calamba City. These were determined through phenomenological inquiry on the meaningful experiences of pupils as leaders and the qualities of leadership as young leaders. The study involved the officers of the Supreme Pupil Government (SPG) from all public elementary schools in the Division of Calamba City. The findings of the phenomenological inquiries revealed that meaningful experiences of pupils as leaders were manifested through their practices of authority, earning personal identity and having the opportunity to lead and to serve.

METHODS
Developing leadership among pupil-leaders towards personal development was determined through phenomenological inquiry on the meaningful experiences and the qualities of leadership as young pupil leaders.
Simple random sampling was used in the selection of the respondents of the study. Two (2) officers of the Supreme Pupil Government (SPG) from each School District were randomly selected.

RESULTS
Meaningful experiences of pupils as leaders were manifested through their practices of authority, earning personal identity and having the opportunity to lead and to serve. The highlight of their responses is that being a leader changed their lives and become more responsible especially in being role models to their classmates and friends. The pupil-leader qualities as young leaders reflect on their behavior to lead and to serve, time management, and social identity or to be sensitive to individual, social, and cultural differences. The findings of the study indicate that the experiences of young leaders in the school educate and informed them of greater opportunity to be involved and take part in school governance. Jokinen, (2016) added that young people are one of the most promising sectors of the society.

DISCUSSIONS
The findings imply that leadership experiences are also learning opportunities. Experiences taught pupil-leaders to handle authority, gain personal identity and grab opportunities. The findings are aligned with Guimba, et al. (2011) study which reveals also that the students clearly have made sense of their leadership experiences as learning opportunities. They are aware of the skills that they have gained and believed that they had personally benefited from their leadership experiences.

KEYWORDS: Supreme Pupils Government (SPG), Pupil-Leaders, Young Leaders, Qualities of Leadership

SUBMISSION ID: R04A-CALAMB-0444

Developing Letter Formation through Clay Molding and Handwriting Without Tears

Aileen Gemino

Abstract

INTRODUCTION

Writing is a complex task, many kids, especially in Kindergarten has difficulty writing letters and numbers. Most kids make many excuses for holding a pencil just to write their own names, but that doesn't mean they are not interested. They are just having a hard time with a pencil and a sheet of paper.

METHODS

A kid who has difficulty writing has many causes. 1.) Dyslexia: A variable often familial learning disability involving difficulties in acquiring and processing language that is typically manifested by a lack of skill in reading, spelling, and writing. 2.) Dyspraxia: A problem of movement including printing and writing. 3.) Dysgraphia sometimes includes ADD and ADHD, children struggle with attention disorders that may lead to messy handwriting. These are the intervention used by the researcher: 1.) Let the kids play a clay, let him squeeze the clay both hands so the muscles of the hands can be exercised. 2.) Give him handwriting without tears worksheet so he can easily follow the pattern of the lines. And repeat the process every day.

RESULTS

This was conducted this study on one pupil who has difficulty in letter formation, all he can write are circles, and he can't even hold the pencil properly. At first, the researchers observed that he doesn't like holding a pencil nor draw anything, not like my other pupils, so as weeks by he was observed his handwriting does not have any improvement. So, the researcher gives him clay to play with and let him squeeze both hands. In that way, the muscles in his hands were exercised. And after an hour I let him write on a worksheet (handwriting without tears). I started on lines and curves and repeat these routines every day. Months past, the participant was given worksheets that are letters that spell his name, and let him write and follow the patterns every meeting. Also, the researcher printed another worksheet for him to bring home and practice writing. After 2 months of his routine have finally reached some improvement and can write on paper without the pattern.

DISCUSSIONS

The results prove that this method of letter formation is effective. The teacher must have a lot of patience to the learner because early childhood is not easy to guide. It requires a lot of patience towards the learner, also it needs an effective strategy on how to manage a kid who only has a 5-minute span of focus. The teacher also must have that drive to let the children learn even how hard and impatient it is.

KEYWORDS: Dyspraxia, ADD or ADHD, Dyslexia, Dysgraphia

SUBMISSION ID: R013-SURSUR-0131

Developing Letter Sound Familiarization through Multimedia Utilisation

Honey Jane Lim, Department of Education, Hinatuan South Central Elementary School

Abstract

INTRODUCTION
Young children develop their sense of initiative and creativity during the preschool years. They are curious about the world around them and about learning. They are exploring their ability to create and communicate using a variety of materials (crayons, felt-tip markers, paints and other art materials, blocks, dramatic play materials) and through creative movement, singing, dancing and using their bodies to represent ideas and experiences. Using multimedia during instruction impacts pupil's mood during the learning process. With a positive attitude, they learn better and tend to be more proactive. Used effectively, technology can play a vital role in stimulating curiosity, interest and in facilitating and sustaining purposeful engagement. Furthermore, by integrating technology into instruction teacher presentations come alive. The primary goal of integrating technology into a classroom is to support pupils learning. The golden rule for technology in any classroom is that you do not need to reinvent the wheel, but focus on identifying centers of expertise where existing resources are available to adapt and build. It helps the learner especially the kindergarten pupils to remember easily the alphabet letters and its sound.

METHODS
The study utilized quantitative and qualitative methods. The source of data for this research is from Kindergarten Progress Report Card. The researcher had conducted a pretest at the start of the school year to identify the participant's intervention program. It was administered during the month of August and in the month of January for the post-test.

RESULTS
The results demonstrate that multimedia utilization is one of the effective strategies in developing letter sound familiarization. In the first quarter assessment, the 12 identified Kindergarten participants got the rating scale B which means they are still beginning and rarely demonstrate in developing letter sound familiarization. After the application of the intervention using Multimedia Utilization in developing letter sound familiarization, it was found out that of the 12 identified Kindergarten participants 8 got the Scale Rating C which these pupils are consistent and always demonstrate in developing letter sound familiarization. However, the 2 participants got the Scale Rating D which means these pupils are still developing, and the remaining 2 respondents got the Scale Rating B which means these pupils still in the beginning stage.

DISCUSSIONS
Based on the result, there was a positive effect of the employed intervention Multimedia Utilization in developing letter sound familiarization among Kindergarten learners. The level of performance of the 12 identified Kindergarten participants were increasing, from 0 participants 8 got Consistent, 2 in Developing and from the 12 identified Kindergarten participants in Beginning, it decreases there were only 2 remain. It is now the challenge of the researcher to improve the usage of the strategy, thus to have a more positive impact on the identified participants. The implementation was worth replicating. Indeed, Multimedia utilization is a good avenue where they can express and learn a lot especially in developing sound familiarization. The learners were very active and happily participated in every video presented to them. This is their stepping stone to learn deeper especially in reading.

Developing Literary Response Essay Proficiency through #literessayisokay

Kate Bardoquillo, Department of Education, Teachers

Abstract

INTRODUCTION

Literature is a basic element of a total language arts program for all grade levels because of several benefits it suggests. Yet amidst its significance in the teaching and learning process, there are still a number of problems faced by literature teachers in the teaching of literature and one of these is the literary response essay. In this study, the researcher tried an intervention that would develop identified students' of Grade 12 ABM develop this competency.

METHODS

The intervention used the method of technology-aided instruction with the help of a reward system to foster a love for literature. Bounded by the theory that learners of the 21st century learn better through first-hand experiences and technology of their age is already part of their system. Three (3) identified "beginning level of proficiency" students of Grade 12 ABM served as the recipient of the intervention which covered three (3) weeks with one (1) hour a day. The researcher prepared a rubric that would determine the respondent's development with the help of co-Literature teachers for the fair rating. Data were then collected through a quantitative analysis of the scores per set.

RESULTS

After the application of the intervention to the identified Grade 12 ABM students of Hinatuan National Comprehensive High School, it can be reflected that in teaching literature, it is best to use the available technology with enough and appropriate strategy. In this action research, it has been found out that the students' proficiency in literary response essay improved although the highest level of proficiency was not met for the time frame that the intervention has been applied is only limited. It is also apparent that during the intervention, recipients were seen very interested in the manipulation of the cellular phone which led them to read the story.

DISCUSSIONS

The results exhibited that literature should be twinned with the technologies suited to deliver the instruction and develop interest among students. It laid bare that students found literature difficult to understand and the difficulty of developing for literary response essay is crucial for them without having an interest. Literature teachers should always be open to technological advances that would be of great help in their teaching strategies.

KEYWORDS: Literary response essay, developing, proficiency level

Developing Mastery Level in Explaining Narratives through SNAP

Ellen Coquilla, GNHS, TAGO 2

Abstract

INTRODUCTION

This action research evaluates the impact of Simple Non-Linear Presentation of Narrative Elements or SNAP in explaining narratives in English 10 classes. Visual representation of information in a graphic organizer becomes more interesting than letting the students read lengthy narratives.

METHODS

A descriptive research design was used in the study. The researcher prepared the assessment test and evaluation test for the students before and after the implementation of the intervention. Purposive sampling was used in identifying the participants.

RESULTS

After the implementation of the intervention through the crafted learning module containing a simple presentation of narrative elements, it was revealed that there was an increase in the mastery level of students' performance in understanding narratives at 35%.

DISCUSSIONS

The results showed that there was an impact in the mastery level of students in learning the competency through simple non- linear presentation of narrative elements.

KEYWORDS: Simple, non-linear presentation, narrative elements

SUBMISSION ID: R013-SURSUR-0257

Developing Mastery Level on Numbers through "Fun 4 the Brain" Strategy

Rechilina Quintos, GSP

Abstract

INTRODUCTION

In Gamut National High School, Mathematics has been noted as one of the most difficult subjects the proof of which is the result of the Pre-test on Rational Numbers of Grade 7 Section Aguilar students conducted during the first week of June SY 2017 - 2018 which showed that out of fifty-eight (58) students, ten (10) students have low foundation in terms of rational number competencies.

The result is alarming on the researcher's part being a Mathematics teacher because this may contribute to the students' difficulty in understanding the different Math competencies. This concern made the researcher craft the Fun 4 the Brain strategy to assist students in developing their mastery level on rational numbers.

METHODS

The participants of this study were the ten (10) Grade 7 students of Section Aguilar of Gamut National High School, School Year 2017-2018. Hence, purposive sampling was used in the study. The researcher conducted a Pre-test on rational numbers using a self-made questionnaire which was validated by experts such as the Master Teachers in Math. The result was the baseline of the students' mastery level. A post-test was administered to determine if the mastery level of the students has improved after they have undergone the Fun 4 the Brain strategy.

RESULTS

Results showed that students obtained a no mastery level of competencies on rational numbers in the pretest; however, students got a closely approximating mastery level of rational number competencies in the posttest using Fun 4 the Brain strategy. There was a great percentage of increase in the pretest and posttest achievement scores of the students in Mathematics 7.

DISCUSSIONS

In this study, using Fun 4 the Brain strategy had a better effect on the students' mastery level on rational numbers in Mathematics 7. This strategy was used to make the teaching-learning process in Mathematics fun, enjoyable and interesting. At first, it was a tough job for the researcher since she doesn't have the skills in finding resources such as worksheets, activity sheets, and puzzles, especially on the internet but she really wanted to present and teach math concepts in a way that her students will develop the attitude of loving Math. Nevertheless, contentment is achieved when the researcher saw her students smiling and humming while doing the activities.

KEYWORDS: Fun 4 the Brain Strategy, mastery level

SUBMISSION ID: R013-SURSUR-0210

Developing Phoneme Bending Skills of Grade I Pupils through Play-Based Activities

Rechie Garay, Department of Education, Surigao Del Sur

Abstract

INTRODUCTION
In today's schools, too many children struggle with learning to read. Lack of phonemic awareness hinders the ability of the learners to blend sounds into words. In this study, Play-Based activities with blending sounds were employed to the pupils to develop phoneme blending skills. Engaging learners with a lot of fun blending sound activities helped to increase the pupil's phonemic awareness.

METHODS
The researcher used a purposive sampling method. Based on the pre-assessment results, 11 identified pupils underwent intervention through a series of activities in the form of games during the second quarter of the school year 2018-2019. After completing the required sessions, the identified pupils underwent post-phoneme blending assessment, to determine the level of their phoneme blending skills. A paired t-test was also used to find out if the difference is significant or not. The assessment tool, both in pretest and post-test, composed of 15 CVC words, and the mastery levels are categorized into "not mastered" or very poor in phoneme blending (scores ranging 0-4 words), "beginning mastery" or needing improvement in phoneme blending (scores ranging 5-8), "nearing mastery" or good in phoneme blending (scores ranging 9-12) and "mastered" or very good in phoneme blending (scores ranging 13-15).

RESULTS
The mean scores of 11 identified pupils who took the pre-phoneme blending assessment is 3.8181 which falls to not mastered level or very poor in phoneme blending. Thus, an appropriate intervention must be employed. After the intervention, the identified 11 pupils had a mean score of 9.8181 in the post-phoneme blending assessment. This is in the nearing mastery level (good in phoneme blending). There is an increase of scores on the post-assessment that proved the effectiveness of the intervention. Results reveal that the p-value of 0.000 is less than the significance level of 0.05 which indicates better performance of pupils during the post-test. Thus, there is a significant difference in the performance of the pupils

DISCUSSIONS
The results demonstrate that the intervention developed the phoneme blending skills of the identified pupils. Therefore, it is good to note that Play-Based Activities had developed the phoneme blending skills of the identified grade 1 pupils. It is also encouraged that the said activities may also be applied in all learning areas so that pupils would have more learning experiences in phoneme blending development.

KEYWORDS: Play-based; Phoneme Blending skill

Developing Pupil's Alphabet Knowledge and Parent's Engagement through KALENTO

Jenylou M. Vergara, Department of Education

Abstract

INTRODUCTION

Children are very active explorers of their environment. They are interested in everything and their desire to learn is limitless. Described by Piaget as "little scientists" and by many researchers as "sponges", they are ready, willing and able to learn. The Lingig Central Elementary School Kindergartners have an existing problem on the Cognitive Development of the child specifically the matching of the upper and lower case of the alphabet. At a very young age, they are still struggling with how to develop the said skill. Particularly in Kindergarten-Pink, there were 20 pupils out of 60 who got the lowest score during the first assessment using the ECD checklist for the S.Y. 2017-2018.

METHODS

Many children younger than 5 years in our country are used to exploring many things that affect their cognitive, motor and social-emotional development. The researcher personally conducted the interview, transcribed the data and analyzed the results in order to answer the needs of the Kindergartners.

RESULTS

This study was purposely designed to develop the alphabet knowledge of 20 Kindergarten-Pink pupils of Lingig Central Elementary School for S.Y. 2017-2018 who got low scores on Cognitive Domain during the first assessment conducted last June 2017. It was found out that the Cognitive domain got the lowest score. There were 21 indicators under the Cognitive domain and Matching upper and lower case letters got the lowest score.

DISCUSSIONS

The use of Kalendaryong Alpabeto (Kalento) was ascertained to be an effective intervention for the children to improve their learning ability with the alphabet and easy access for the parent's participation in teaching the child at home.

KEYWORDS: kindergarten, alphabet knowledge, matching upper and lower case letters

SUBMISSION ID: R013-SURSUR-0019

Developing Pupils' Vocabulary in Filipino through "Listalitaan"

Miriam Ratonel, Department of Education, Hinatuan South Central
Elementary School

Abstract

INTRODUCTION
Vocabulary skills for high graders are quite frustrating more specifically in Filipino. It has always been experienced once a short story had been introduced to the class; words that were unfamiliar hindered the reading process. It affects the reading comprehension of the pupils once these words were ignored. Teachers' effort doubled in digging deep into the meaning of those unfamiliar words during the phase of unlocking difficulties instead of pushing through the actual reading. The researcher had thought of listing all the unfamiliar words in every story found in the book of Landas sa Pagbasa 6 in one booklet. This will be introduced to the pupils before doing any reading activity relative to Filipino. LISTALITAAN is a combination Filipino term "LISTA" which means list and "TALASALITAAN" which means vocabulary coined together. It is an intervention material consists of a set of unfamiliar words that were identified and taken from all the stories found in the book of LANDAS SA PAGBASA.

METHODS
There were 31 pupils of Gr. VI-Rizal of Hinatuan South Central ES, Hinatuan Surigao del Sur participated in the formative assessment. Selective-purposive sampling was used in the selection of the participants of the study. Out of 31 pupils, only 2 pupils were in the mastery level, and 14 pupils were on nearing mastery level, and 15 pupils were on the beginning mastery level. These 15 pupils were focused on the study. Data was gathered and studied carefully by using the descriptive method. Corrected papers and their scores were the basis in identifying their vocabulary performances.

RESULTS
There were 31 pupils undergone the pre-assessment. Only 2 were on the mastery level, 14 were on the nearing mastery level and 15 were in the beginning mastery level. These 15 pupils were the participants of the study. A 20 item parallel teacher made post-test was administered to evaluate if their vocabulary skill had developed after the intervention was applied. It can be noted that out of 15, 9 of whom were already in the mastery level and 5 were in the nearing mastery level.

DISCUSSIONS
To take heed of the results, it showed a great difference in the increase as to their vocabulary mastery level. It is also demonstrated that LISTALITAAN is very beneficial and helpful especially to those pupils who have just developed their vocabulary skills. Aside from being useful as assessed by the researcher, it is also attainable for their level of understanding and manageable to facilitate.

KEYWORDS: vocabulary skill,booklet, intervention material

SUBMISSION ID: R013-SURSUR-0239

Developing Readiness among Comprehension Skills of Grade 10 Mathematics Students through "Kamag-aral Ko, Kasama Ko (My Classmate, My Peer)" Program

Jonriel O. Curada, Co-Teacher

Abstract

INTRODUCTION

Low readiness and poor comprehension to solve mathematics problems were some of the common results from having trouble in learning mathematics, basic formulas and concepts. Teachers, therefore, need to properly show how to solve problems and make sure that the students clearly understood the formulas and the procedures. Having an idea that an effective learning style with differentiated activities suited to the learner's interest in the classroom especially in Mathematics subject affects the students' performance. An intervention program was designed to level up the Grade 10 students` performance in solving problems. Using various teachers' work evaluation methods predicts academic achievement.

METHODS

After identifying the affecting factors on students' comprehension level in Mathematics 10, a descriptive method was used for the triangulation of responses. Purposive sampling is also underpinned in order to make a comparison of the student's performance. Since then, the teacher had an interview with the students and made an analysis to construct a primary approach to give an immediate answer to the gap met in the class. Data collected were used for triangulation to come up with a possible solution of the problem. Their attendance and participation rating in the months of June to October were used as bases of analysis of results resulted to come up with an intervention program "Kamag-aral Ko, Kasama Ko (My Classmate, My Peer)".

RESULTS

Of the 22 students identified with poor comprehension and low readiness skills in Mathematics was considered as a primary factor that needs to be given attention; otherwise, students may fail in the subject. The deficiency of these mathematics skills and cognitive abilities in learning inhibits the Mathematics problem-solving. This understanding of how the deficits influenced the problem-solving is expected to give effective guidelines in preparing diagnostic instruments and learning modules in order to develop the Mathematics.

DISCUSSIONS

Comprehension is a primary factor that needs to be given attention; otherwise, students may fail in the subject. The occurrence of similar errors signified difficulties. This difficulty can be overcome with the abilities of good concentration, made some meaningful perceptions, to think logically and to use memory effectively are important factors in learning skills and solving problems. Hence, cognitive and psychological factors could have affected the ability to use mathematics skills and thinking in problem-solving.

KEYWORDS: developing readiness in mathematics, developing mathematics ability

Developing Reading Comprehension for Grade I Learners of Balagtas Elementary School, District Iii, Division of Batangas City

Maricris Clarete

Abstract

INTRODUCTION

Reading is the process of decoding written symbols for the purpose of making meaning or getting information. School children encounter difficulty in reading, especially when they are faced with difficult and ambiguous words. It makes them lose interest in reading thereby making them not to get the content of the text due to the high level of vocabulary associated with the test. It is important to understand that different methods must be used to help a struggling reader. The main goal of the study was to enhance the comprehension skills of the pupils. Although at home many parents were very eager to help their children by providing simple,well-illustrated picture books just to engage their child in reading still the child is not cooperating well. There were also parents who neglected the importance of reading and the sad part of it was their children were the one under the frustration level and needs utmost guidance of the parents aside from the teacher who was giving a remedial reading in school.

METHODS

The study used the descriptive method to assess the reading comprehension of the Grade I pupils. The descriptive research was considered to be the most appropriate design in studying the conditions and relationships that exist, procedure and practices that prevail and are going on.

RESULTS

Each child has their own characteristics which also vary even in reading activities. It means that the teacher cannot stick to only one reading activity. The results showed that most of the pupils were low comprehension and found difficulty in reading. Teachers have low levels of expectations for the students reflecting a low level of comprehension for the pupils in terms of developing to the proficient reader. Descriptive Approach can be applied in teaching lessons. The pupils had a very low performance in lessons. Enhanced remedial activities are prepared.

DISCUSSIONS

Utilizing a larger group of students and on a more diverse group of learners. This could be completed with a different age group by modifying the self-questioning strategy. A recommendation for further study was to refine the self-questioning strategy for longer articles. It is my belief that fewer interruptions during longer articles would make reading and comprehension more smoothly. The teacher prepared enhanced remedial activities may be reviewed by the head before the implementations. Providing a variety of reading activities suited to the child's skills and abilities and the adjusted level of difficulty every level.

KEYWORDS: abstract

SUBMISSION ID: R04A-BATANC-0294

**Developing Reading Comprehension Skills of Alternative Learning
System (ALS) A&E Learners of BJMP - Cantilan District Jail through
"Close Reading" Strategy**

Bonifacio Romoroza, Department of Education

Abstract

INTRODUCTION

Reading comprehension is one of the problems encountered by learners in the field of reading. In the context, Alternative Learning System (ALS) at BJMP - Cantilan District Jail has 19 learners at the secondary level. Out of these, 12 learners encountered problems in difficulty in identifying the main idea of a selection resulting in poor reading comprehension. An intervention was designed and implemented to develop the reading comprehension skills of 12 inmate learners.

METHODS

12 out of 19 learners were picked on this study. The purposive sampling and descriptive research methods were used in this research. Data collection was based on the learner's comprehension level in 10 sessions. The teacher used the traditional way of teaching reading during the pre-test and the close reading strategy. The data gathered was based on their answers from the questionnaire floated by the researcher and the results were triangulated and confirmed the primary causes of their problem.

RESULTS

Based on the result, most inmate learners were found to be poor in reading comprehension. They are classified as slow or frustration, average, and fast level. Out of 19 learners, 12 belong to frustration level, 4 on average and 3 on the fast or advanced readers. If not given intervention, the learners cannot participate in learning activities.
Comparative result of reading comprehension level of inmate learners before and after the intervention.

DISCUSSIONS

Based on the findings, there was an increase in learners' reading comprehension skills through close reading strategies. This research proved that this strategy is effective in developing and improving learners' reading comprehension skills.

KEYWORDS: close reading, reading comprehension

SUBMISSION ID: R013-SURSUR-0305

Developing Reading Enhancement Activities and Materials Towards Continuous Improvement of Students' Comprehension Level

Arthur Lawrence T. Yee, Barbara Evelyn B. Lumbis, Celeste Oida, & Jean F. De Los Santos, Department of Education Cam Sur

Abstract

INTRODUCTION
Comprehension is not actually taught. That's what we've learned in our study. It takes a gradual step in order to come up with the fine results at the end of the process. As was mentioned in some studies, teachers' beliefs and the use of effective materials are other factors to students' comprehension improvement. The main reason why we thought of innovating materials that helped in the increase of learners' comprehension level. This research is funded under the Basic Education Research Fund (BERF) through the Division Research Committee and PPRD Region V.

METHODS
Varied methodologies were used in this action research. A descriptive method was used to discuss the responses in each question. Purposive sampling was used to determine the respondents based on the teacher's assessment results. Interviews and classroom observations were conducted among teachers that helped us identified the teaching strategies based on the activities conducted in their classes. The assessment on the level of acceptance of the proposed interventions and reading activities was measured using the five-point Likert Scale. A tabular data from determined the students' improvement in the level of comprehension based on the teacher's made reading materials.

RESULTS
The diagnostic test was administered during the First Quarter of the school year using the pencil-paper test with the following topics; vocabulary, reading comprehension questions, and grammar. The results have shown that the percentage of the learners under literal is 84.37% or 27 out of 32, and 15.63% or 5 out of 32 inferential. The post-test was administered in the second week of October with the percentage of 9.38% literal or 3 out of 32, 75% inferential or 24 out of 32 and 15.625% or 5 out of 32 students. As it was noted, after the implementation of the CI proposed solutions, the comprehension level of the customers has increased to 3.31% which indicated the positive approach made by the team, especially the utilization of intervention materials.

DISCUSSIONS
The teachers must religiously and consistently monitor the academic performance of the students and must look after their welfare by looking at their needs of materials and references, thus, the materials made by us must still be used by the future Grade 10 students in the next years to come, and perhaps devise an operant conditioning system of rewards and recognition in order to boost their interest in studying. As the study taught us, future studies focusing on reading and reading comprehension enhancement is imperative.

KEYWORDS: reading comprehension, reading activities, reading materials/references

SUBMISSION ID: R005-CAMSUR-0047

Developing Reading Literacy of Grade 3 Pupils of Amuyong Elementary School through Fuller Technique

Analy Zamudio

Abstract

INTRODUCTION

This action research is conducted to develop the reading literacy of selected Grade 3 pupils through a fuller technique or approach. The researchers believed that the teaching of reading in the early stages is important because it serves as a foundation for literacy and using phonics is one of the effective ways to acquire reading skills.

METHODS

The researcher used a descriptive design method to obtain information concerning the current status of phenomena to describe "what exists" with respect to variables and conditions in a situation. They compared two means (pre-test and post-test) with an intervention between the two-time points. The purpose of the test was to determine whether there is statistical evidence on the mean difference between paired observations.

RESULTS

The salient findings of the study were based on the reading test results (pre-test vs. post-test) of selected ten Grade 3 pupils. After the post-test, the graphophonic awareness of the pupils under the reading program improved by 36.22%. This indicates progress in the sound-symbol system which enables pupils to apply this knowledge as they read. Likewise, there was an increase of 28.79% and 25.66% in reading performance of the pupils using the passages "A Rainy Day" and "Summer Fun" respectively. The miscues of the pupils in reading declined by using a fuller approach in reading. Moreover, with the computed t-value of 5.89 and a p-value of 0.00023 at 0.05 level of significance (A Rainy Day) and computed t-value of 7.35 and p-value of 0.00004 (Summer Fun), there was a significant difference between pre-test and post-test. With these, the researcher believed that teaching reading using the Fuller technique/approach was effective.

DISCUSSIONS

Based on the data collected and analyzed, it is therefore concluded that there is a significant relationship between the Fuller Technique and the reading level of Grade three pupils and there is a significant difference between the pre-test and post-test performance in the reading of pupils.

The results also revealed that the teacher plays a vital role in pupils' acquisition of basic skills in reading that leads to literacy.

KEYWORDS: reading literacy, fuller technique, phonics

Developing Reading Skills of Grade IV Pupils in Rizal Elementary School through HEART Program

Kannex L. Avila, Rizal Elementary School

Abstract

INTRODUCTION

Researchers found that reading strategies were the key element in developing pupil comprehension. Grade IV- of Rizal Elementary School has difficulty in reading most especially with words containing three letter consonant blend. Others have fear in reading for they might misread a certain word that can cause bullying. This HEART (Hassle-Free, Enjoyable, and Active Reading Technique) Program that develops learners reading skills to access and use the information is not just learning to read but also reading to learn.

METHODS

To identify the strengths and weaknesses of the pupils in reading, the Philippine Informal Reading Inventory (Phil-IRE) was conducted. This was done during the first quarter of the school year. Thereafter, the results were gathered and consolidated based on the individual results whether the pupils belonged to non-reader, frustration, instructional and independent. The reading competency skills not mastered. It was shown that the pupil's comprehension was low. The HEART Program which was done during the remedial time to address the pupils needs in reading.

RESULTS

Results have shown that 14 out of 17 of the pupils who belong to the frustration level during the Pre Phil-IRE and show an improvement in reading wherein these pupils are considered instructional and the 3 remained at the frustration level during Post Phil IRE. This was after the conduct of the HEART Program. The researcher exerted great time and effort in making the creative instructional materials, big books, flash cards, short stories and video presentation that causes the respondents to be more participative in the teaching and learning process.

DISCUSSIONS

The results revealed that pupils fear in reading turns into a meaningful learning experience. They were more excited and interested because of the implementation of the HEART Program. The Grade IV pupils were more attentive in going to school for they are interested and excited to learn new things in the reading process. They now prefer to read during their free time instead of just playing outside the country. On the other hand, the teacher really plays an important role in molding a child. Through this research, with the support of parents, teachers and School Head, this research somewhat answered the problem encountered inside the classroom and can contribute a good impact to the child.

KEYWORDS: Reading Skills, HEART Program

SUBMISSION ID: R013-SURSUR-0245

Developing Reading Skills through Story Books in "Daragnun-Ibauganun"

Marian San Juan, Lacag Elementary School, Department of Education - Albay Division & Michael John Sabaybay Rañada, Namantao Elementary School, Department of Education

Abstract

INTRODUCTION

This action research strengthens the use of Mother Tongue-Based Multilingual Education (MTBMLE) in improving learning outcomes and promoting education for all which has been funded by the Basic Education Research Fund (BERF) of the Department of Education Region V.

Reading is one of the most important skills to be developed in a child so that he may have a strong foundation in learning. Indeed, one of the major goals of the school was to help the primary learners and equip them with necessary and prerequisite skills in reading to make them functionally literate individuals. This study was undertaken, which is to help the 16 Grade 1 pupils to develop their skills in reading through the story books in Daragnun-Ibauganun which were crafted by the researcher. The crafted books have varied features such as: (a)Uses Daragnun- Ibauganun Language, (b) Address the Difficulties Encountered by the Learners, (c) Base on the Learners Experiences, (d) Incorporated Arts and Culture, and (e)Teacher's role is Interactive.

METHODS

The researchers conducted a pre-test to determine the reading levels of 16 Grade 1 pupils. Then crafted seven-story books and has been used by the reading teacher during her lesson/instruction in order to aid the development of reading skills of participants.

After the utilization of the storybooks, the pupils were subjected to the post-test. Moreover, the pre-test and post-test results were analyzed and compared to determine the significant difference between the pupils reading skills and the effectiveness of storybooks in improving their reading skills.

RESULTS

The pre-test means a score of the pupils in Reading Skill was 47.38 = 40.40%. During the post-test, the mean score was 94.69 = 80.93%. There were 47.31 differences in the pupils' mean scores in the pretest-posttest or the performance level raised by 40.44% in the posttest over the pretest. From frustration level on the pretest, the performance improved to instructional level during the posttest. The improvement in pupils' reading skills were attributed to the utilization of the story books in "Daraganun-Ibauganun" crafted by the researchers as part of the intervention activity.

DISCUSSIONS

Using the t-test, there was a significant difference between the reading skills of the grade one pupil before and after the implementation of the intervention activity. This means that the utilization of storybooks in "Daraganun-Ibauganun" was effective in developing the reading skills of the pupils.

SUBMISSION ID: R005-ALBAYP-0018

Developing School-Based Supplementary Reading Materials in Enhancing Grade One Word Recognition Skills

Gina Lacas, Department of Education

Abstract

INTRODUCTION
In developing learning among Grade I pupils, reading is a basic tool that should be enhanced to ensure positive results along with other skills. In this research, the development of school-based supplementary reading materials was given priority to enhance the word recognition skills of Grade I pupils in San Teodoro ES (Mabini District) during the academic year 2017-2018.

METHODS
Twenty-one Grade, I pupils was the subject of this study. No random sampling was made. Specifically, the self-study method was utilized in this research. It focused on the word recognition level of pupils and their common reading difficulties. Weighted mean with verbal interpretation was also included in presenting the data

RESULTS
After collecting the data, it showed that reading words got the lowest weighted mean of 2.48. Letter word identification and letter-sound knowledge had the same weighted mean of 2.52. Speech and language literacy were similar, for each one had the weighted mean of
3.29. Focus reached a weighted mean of 3. Generally, out of 21 pupils: 7 performed very satisfactorily; 4 had the satisfactory reading ability; 2 had fair performance, and the rest (8 pupils) needed improvement. Inclusive among these pupils were those that were special children.
Furthermore, pupils' difficulties in letter recognition, alphabet order, letter word pronunciation, blending (combining sounds) and segmenting (separating sounds) were identified. The record provided 7 pupils having a great extent interpretation; 4 pupils with moderate extent; 3 students with less extent; and 7 learners had least extent interpretation

DISCUSSIONS
Through this research, teachers may be aware of the significance of the correlation between a pupil's letter acquisition skills and his/her future literacy success. It also provided effective literacy strategies to use with their struggling students.

SUBMISSION ID: R04A-BATANP-1580

Developing Self- Esteem of Selected Pupils in Matala Elementary School through Participation in School and Home Activities

Michelle Ann Malapitan, Matala Elementary School

Abstract

INTRODUCTION

This action research entitled "Developing Self-esteem of selected pupils in Matala Elementary School through participation in school and home activities" is an attempt to develop self- esteem of pupils in Matala Elementary School through participation in school and home activities. It tries to assess the level of self- esteem of pupils and how it will be developed. This research suggests that offering self-esteem enhancement programs may help some children to develop and/ or retain a positive, healthy self-image. The benefits appear to be particularly encouraging among girls and students of low socioeconomic status. For the purposes of this study, the intervention was delivered by the teacher in elementary school classrooms, however, the lessons could also be taught by the researcher, guidance counselor, youth leaders or parents in a variety of settings in which children feel comfortable reflecting on their feelings and attitudes about themselves.

METHODS

It used the descriptive method of research and the questionnaire is the data gathering instrument. The respondents are the seventy-five
(75) select pupils in Matala Elementary School.The frequency, ranking, paired- sample T-test and weighted mean are the statistical treatments use to interpret the data.

RESULTS

Majority of the respondents are female, belong to families of 5-6 members and participate in poem recitation, sports activities, journalism, quiz bee, poster making, slogan, singing contest, dancing contest, jazz chant, choral recitation, drawing contest, and painting contest. Most of the respondents have low self-esteem. The respondents' family orientation (number of families) have significant relationships to the pupil's self esteem. The proposed activity of the researcher can maintain student high self-esteem.

DISCUSSIONS

Based on the data presented, some of the pupils in Matala Elementary School have a low level of self-esteem and most of them are not actively participated in school performances. When the pupils have high self-esteem, they have the confidence to join school activities it is because they can easily work for the team as well as themselves. Playing with the team or working on different activities can help to learn new skills, try new things and enjoy the success that helps to raise pupils' self-esteem.

KEYWORDS: self- esteem, school performance, attitudes, socio- economic status, enhancement program

SUBMISSION ID: R04A-BATANP-1478

Developing Self-Confidence through Jovial Participation (JP) Modelling

Jennifer Pantas, Department of Education, Hinatuan South Central
Elementary School

Abstract

INTRODUCTION
Growing up and being in school will be difficult for our dear children. Many of them have lots of potentials yet, they tend to ignore it because they are meek, shy and afraid to show in public and might be negatively critic by the people around them. Pupils with low self-esteem are more troubled by failure and tend to exaggerate events as being negative. They are more likely to experience social anxiety and low self-esteem level. When we will not cater to their needs, a different world awaits them. Schooling for them is not only about getting high grades and being educated. It is also a place to make friends, build relationships, discover themselves and learn how to connect with other people (Livesmart.asia).

METHODS
The descriptive research method design was used. Using purposive sampling, the researchers conducted a Jovial Participation (JP) Modelling Workshop for children in school ages 5 to 12 years old whose parents identified their kids as shy and reluctant to join in any school activities even in classroom participation. Parents were informed about their child's needs during the duration of the workshops. They were fully made aware of the purpose of the modeling activity.

RESULTS
Most children who participated in the workshops heightened self- confidence that leads their personal outlook positively. It enables them to gain self-efficacy and self-esteem. A kind of confidence that leads them to accept difficult challenges, and persist in the face of setbacks. These lead them to excel in classroom participation and even in the community involvement for they have the courage and strength to stand on their own and still with the support and guidance of their parents. This intervention made has a great impact on the children's behavior toward his academic performance and has a great relief also on the parts of their parents since they were ready to face any challenges in school and even in their daily activities.

DISCUSSIONS
The results demonstrate the need for jovial participation in any activities in school or even outside to make the learners more cooperative and gain much interest to help them develop their knowledge and skills. This learner-driven approach will falter when preceptors do not take an active role in doing the innovation which helps motivate or boost the confidence of the children in school before they can have a positive output on the academic performance.

KEYWORDS: self-confidence, jovial participation

Developing Students' Oral Communication Skills through the 100% Recitation Grade Approach

Juanita Lappay

Abstract

INTRODUCTION
Communicative competence is predominantly emphasized under the K to 12 Basic Education Curriculum as language is the basis of all communication and the primary instrument of thought. Learning and knowing how to speak a second language is often judged to be the most vital of language skills. In fact, many classes devote much of their time to developing students' oral proficiency. Oral communication does not only involve producing the language correctly but also using it for particular purposes. Fraser (1983) states that when people use language, they characteristically do three things: they say something, they indicate how they intend the listener to take what they said, and they have definite effects on the listener results. In this context, it can be said that language means something spoken.

This study would greatly help language teachers in developing and improving students' oral communication to be able to ensure maximum participation and usage of the target language where learners can approach speaking as a way to negotiate to mean and to establish social relations with others.

METHODS
The observation tally sheet, pre-assessment, student self-assessment, and post-assessment were used. The researcher observed, identified and recorded the oral communication skills of 54 students who are enrolled at Sta. Anastacia-San Rafael National High School for the school year 2018-2019 before and after exposing them to the approach. Then she compared the result to measure the outcome of the approach in various oral discourses and class discussion.

RESULTS
Grade 9- Anthurium students' perception supports the claim that the 100% Recitation Grade Approach anchored through the Merit - The demerit System is effective. Fifty-three (53) students said that the approach is effective while only one (1) student said that it is not effective. This only manifests that the approach really helped them convey their idea utilizing the target language during their English class; thus, developing their oral communication.

DISCUSSIONS
The results demonstrate that the said approach could help elevate the communicative competence of students as they are forced to utilize the target language. This approach will fail or weaken when those in the teaching-learning process do not take an active role in the implementation and practice of this innovation. The implementation of this approach will lead to an increase in students' participation in class utilizing the target language.

KEYWORDS: oral communication, target language, 100% recitation approach

SUBMISSION ID: R04A-BATANP-2070

Developing Supplementary Materials in English for Grade 8 Students at Wenceslao Trinidad Memorial National High School

Mariz Balba, Department of Education

Abstract

INTRODUCTION

In the pursuit to have a better quality of education in the Philippines, it was indeed patterned in other country's systems. The government believes that through the revised education system, Filipinos will be fully competitive globally.

For Grade 8, teaching guides and modules for English was already completed. Though, the learning package seemed to be forgotten to be worked on and published. A soft or computerized copy is not enough to be the worksheet for students. Since not all students in Wenceslao Trinidad Memorial National High School, situated in Laurel, Batangas have access to the internet to browse or download packages. Grade8 English teacher's find ways how to produce such worksheets. They print and reproduce pages on the computerized copy that they have.

METHODS

The study used the descriptive method of research employing the questionnaire-checklist to collect the needed data.

RESULTS

This study proved that there was no learning package available for English. Through the survey made, the learners showed their willingness to have supplementary worksheets that will serve as their LP in English. As a result of the survey conducted, these were the top three guidelines how materials were likely to be selected: geared to diverse abilities, interests, and needs of students; well organized, simple, easy to use and understand; and appropriate for the age, intelligence, also the experience of the learner.

DISCUSSIONS

The study was conducted at Wenceslao Trinidad National High School among 100 Grade 8 students for the S.Y. 2016-2017 to develop supplementary worksheets in English. The research will be helpful to urgently develop the product and give the ways in designing the responsible product.

KEYWORDS: Learning Package, supplementary worksheets, perceptions, soft copy

SUBMISSION ID: R04A-BATANP-0708

Developing the Phonemic Ability through "Sign Ko, Sound Mo "("My Sign, Your Sound")

Raquel V. Restauro, Department of Education

Abstract

INTRODUCTION

A lot of innovations have been known to have tried in classroom instructions yet, there are still pupils who failed to identify the letters in the alphabet and its sound. Out of 21 enrolled, 13 pupils cannot identify the letter name and letter sound during the conduct of the Oral Reading Proficiency Test (Diagnostic) last June 7, 2017, using the EGRA -ARATA toolkit (Component 1-A and 1-B).This sad reality made the researcher apply different techniques, and among them, the "Sign Ko, Sound Mo" surfaced. An intervention of which teacher aided her instruction with signs aided with mouthing and hand and body movements to develop their phonemic ability, thus pupils be able to identify the letter and produced its sound.

METHODS

Various activities were provided during classroom instruction. The teacher mouthed the letter name aided with a sign using hand and body movement will give pupils the hint of what letter was introduced thus led them to identify and produce the sound. Prior knowledge of letter name and it's sound led pupils to read as other letters blended in.

RESULTS

Developing the Phonemic Ability through Sign ko, Sound Mo is an intervention where learners learned and enjoyed every letter introduced, though they laughed yet they imitate and learned with ease. Anas reinforcement activities, repetitive singing of the sound of a letter, letter hopping and body movement, storytelling emphasizing the letter name and its sound. Videos on the alphabet, alphabet flashcards, puzzles, and identifying letters by cutting, coloring, circling, alphabet rhymes, jingles, and games like "Guess what", "Where is my Partner" were provided. As pupils developed their knowledge in identifying letter name and sound, the introduction of vowel and consonant sounds followed, blending of letters that produced a word were given and pupils been able to read CVC, phrases, sentences, and a short story. The pupils have shown and exceptional results in their ability to identifying letter name and sound.During the conduct of Oral Reading Test last January 2018, pupils can already blend
the sound of the letters and can read CV, VC, CVC and CVCV pattern, they can even read phrases, sentences, and short stories. Pupils were all promoted to the next level.

DISCUSSIONS

The result showed that the classroom intervention used by the teacher was effective and that, the sign/s given through mouthing or hand and body movement by the teacher of a particular letter or word should be consistent.

KEYWORDS: developing, phonemic, sign ko, sound mo

SUBMISSION ID: R013-SURSUR-0234

Developing the Spelling Skills of Grade 2 Pupils of Domoyog Primary School, Cantilan 2 District, through a "Phonetic Spelling Strategy"

Marlibeth Miranda, Department of Education

Abstract

INTRODUCTION

Spelling is a fundamental skill that every child needs to learn in order to successfully write both in English and his/her native language. But due to the massive exposure of our learners to modern technology, their spelling skills have declined to result in poor academic performance.

Grade 2 Class of Domoyog Primary School of Cantilan II District encountered issues of poor spelling skills resulting in cases of difficulty in reading, writing, low performance in class and the like. In this study, I found out factors why these pupils perform low in terms of their spelling skills in English with a strategy that was anchored with theory and substantiation.

METHODS

The purposive sampling and the descriptive research method were used in this study. I floated a Survey Questionnaire to respondents to gather the factors why pupils have difficulty in spelling skills. " Phonetic Spelling Strategy " was employed in a one-week time to address the identified problem. Data were collected through quantitative analysis of the utilization of the innovation to individual respondents.

RESULTS

Comparative Result PUPIL Spelling Performance (Before the Intervention)

(%) Spelling Performance (After the Intervention)

(%)   Interpretation

It is reflected here that based on the strategy being conducted, all of them got above 50% of the given items. It was found out from this study that with the use of Phonetic Spelling Strategy, the identified pupils who have poor difficulty in spelling before the conduct, has improved after the conduct of the intervention.

DISCUSSIONS

Upon the result of this study, it was found out that " Phonetic Spelling Strategy " was proven effective to develop pupils' performance in the spelling of Domoyog Primary Grade 2 Pupils. It is the hope of the researcher that other schools with the same difficulty of this study may adopt this strategy to help improve pupils problems in spelling. Researchers also may continue to conduct research that would help address teaching-learning difficulties for the benefit of the pupils in school.

KEYWORDS: PHOENETIC

SUBMISSION ID: R013-SURSUR-0246

**Developing Visual Language Enhanced Learning Materials for Tvl
Garde 12 Students in Earth and Life Science**

Nerrisa Manila, Department of Education

Abstract

INTRODUCTION

Science is perceived as difficult by most students in both primary and secondary education. Students feel that they have to learn a lot of theories without ever considering how these theories would apply to the real world they are living in. Effective Science teaching needs to embrace knowledge, science processes and practices as well as to provide multiple opportunities for students to use these processes and apply them. Teachers opt to meet the needs of the learners in every way possible regardless of any circumstances that hinder the processes and they must be open for changes and challenges.

METHODS

The respondents of the study are the students at risk from the regular classes of TVL grade 12 taking up the core subject Earth and Life Science under the K to 12 Curriculum of Cuenca Senior High School in this school year 2018-2019. The grades of the first quarter were gathered and selected, students are classified as at risk if they got 74 and below in Earth and Life Science and served as the respondents of the study. A pre-test was given to the students covering the topics of the second quarter. Learning materials integrated with visual language were given to these students as their intervention activities. At the end of the quarter, a post-test was given to the students. Together with their second quarter grades, the results have been compared and interpreted.

RESULTS

After the intervention, a significant difference between the scores and grades of the respondents was observed. The t-values of
3.492 from the pre-test and post-test and 3.782 from the grades were greater than the critical t-values of 1.771 at 0.05 and 2.650 at 0.01 levels of significance with 14 degrees of freedom, thus rejecting the null hypothesis. This simply implies that the intervention given to the respondents improved their academic performance.

DISCUSSIONS

It may conclude that the intervention utilizing visual language enhanced learning materials has been effective. The researcher recommends the continued use of the visual language enhanced learning material and these can serve as modules for students who are always absent in the class. Moreover, visual language can be used to enhance laboratory procedures and activities and other performance tasks aimed to increase the achievement of students who needed remediation.

KEYWORDS: visual language, learning materials, students at risks

SUBMISSION ID: R04A-BATANP-1259

Development and Acceptability of "Binukaw" [Garcinia Binucao (Blco.) Choisy] Fruit Vinegar

Ruby Aductante, Education

Abstract

INTRODUCTION
This study was conducted to develop and determine the acceptability of Binukaw (Garcinia binucao) fruit as vinegar. Specifically, it sought to determine its chemical characteristics such as pH, TTA and TSS. It also aimed to assess the general acceptability of binukaw fruit vinegar in terms of aroma, clarity, color, and taste.

METHODS
A single factor experiment in a completely randomized design where the effect of each treatment specified a combination of fermentation time, aging duration and amount of yeast on the quality of binukaw fruit vinegar was tested.

RESULTS
Based from the different fermentation procedures significantly affected the chemical characteristics of the binukaw vinegar particularly in terms of pH, TTA and TTS; and the different fermentation procedures have no significant effects on the sensory characteristics of binukaw fruit vinegar except on taste. This implies that the fermentation procedure has an effect on the taste of binukaw fruit vinegar.

DISCUSSIONS
Using the experimental method with a single factor experiment in a Completely Randomized Design where the effect of each treatment specified a combination of fermentation time, aging duration and amount of yeast on the quality of binukaw fruit vinegar was tested.

Based on the laboratory analyses on the chemical characteristics of binukaw fruit vinegar, Treatment 1 (2 weeks fermentation at 2 months aging with 1 gram yeast) got the highest Total Titratable Acidity of 2.64. Whereas, it is evident that Treatment 2 (2 weeks fermentation at 3 months aging with 1 gram yeast) obtained the highest potential of hydrogen (pH) value and oBrix with 1.8 and 54 respectively. This implies that the fermentation procedure had not significantly altered the chemical properties of binukaw fruit vinegar and aging duration when the same was subjected to a series of oforganoleptic experimentations.

In terms oforganoleptic characteristics of binukaw fruit vinegar as to aroma and general acceptability, treatment 6 (4weeks fermentation, three months aging duration and with 3grams yeast) were rated high as attested by the mean scores of 4.23 verbally interpreted as "highly accepted." With respect to clarity, taste, and color Treatment 6 (4weeks fermentation, three months aging duration and with 3 grams yeast), Treatment 3 (4weeks fermentation, three months aging duration and with 3 grams yeast) and Treatment 2 (2 weeks at 3 months aging with 1 gram yeast) were rated 4.16 and 4.36 respectively. All treatments were acceptable.

Development and Acceptability of Learning Module in SHIELDED METAL ARC WELDING (SMAW) NC I

Denmark Rivera, Evan Jared Galvez, & Nelsie Rivera, Catalino D. Salazar
National High School

Abstract

INTRODUCTION
Because of the shortage of DepED-issued instructional materials or teaching aids, the teacher relies heavily on different references in which sometimes leads to confusion due to the differences of contents. This is a common problem that educators are encountering for those schools that offer SMAW NC I - TVL Track.

METHODS
The study will utilize the three methods of research such as experimental, descriptive and developmental methods. In an experimental research design, a layout of the methods will empower the researcher to test her hypothesis by achieving substantial conclusions about connections amongst independent and dependent variables. Descriptive research is a study proposed to delineate the members in an exact way. All the more basically, the descriptive design is about representing individuals who partake in the study. The motivation behind developmental research is to survey changes over a developed timeframe.

RESULTS
Based on the result of the administered pretest and posttest, the experimental group obtained high MPS result as compared to the control group which greatly showed the effectiveness of the developed Learning Module on SMAW NC1. There is a significant difference in the level of performance of the respondents in the experimental and control group as revealed by the pretest and posttest results with respect to the different competencies. When it comes to the level of acceptability of the LM with respect to the Layout, design, Content, and Readability, the result showed very high acceptability from the respondents.

DISCUSSIONS
The result showed the developed Learning Module in SMAW NC1 found to be effective when used by the Grade 12 TVL- SMAW learners of Catalino D. Salazar National High School- Senior High School.

KEYWORDS: Development and Acceptability of Learning Module in SMAW NC1

SUBMISSION ID: R04A-RIZALP-0143

Development and Acceptability of Module in Developmental Reading for Grade Three Pupils in Quisao Elee Mentary School

Armida Quitevis, Department of Education

Abstract

INTRODUCTION
Education is the primary factor for national progress and development. It is a social process that provides the kind of knowledge that serves as a foundation for innovation. It also provides people the basic skills and knowledge they need in the future. Furthermore, education is the primary agent of transformation towards sustainable development.

METHODS
The respondents of the study were the English teachers in the different schools in the District of Pililla and the grade three pupils of Quisao Elementary School during the School Year 2015-2016. The teacher-respondents were one hundred percent (100%) or the twenty-nine (29) English teachers in the different schools in the District of Pililla who will evaluate the developed module. The pupil-respondents consist of forty-eight (48) section 1 and forty-nine (49) section 2 grade three pupils enrolled in Quisao Elementary School during the School Year 2015- 2016.

RESULTS
Findings imply that the developed module is effective as the result of the posttest gained a lower standard deviation after the use of the module compared to the standard deviation gained by a pre-test. This strengthens the study of San Antonio (2007) that material resources and other learning materials have been found to have a great impact on the students' achievements.

DISCUSSIONS
The study aimed to develop a module in developmental reading for grade three. The developed module in developmental reading may be recommended for use and develop the reading skills needed by the pupils; the developed module can be used to facilitate teaching-learning process; Among the many possible ways in helping students become better readers is to use dynamic instructional materials. Modules are known as one of these instructional materials.

SUBMISSION ID: R04A-RIZALP-0060

Development and Acceptability of Supplementary Technologically-Mediated Learning Materials in English Story Mapping for Grade 7 Students in the Philippines

Anabelle Fidelino, Taytay Senior High School, Department of Education - Rizal

Abstract

INTRODUCTION

Reading skill is essential to triumph in school and in daily life activities (Teologo, 2004). Students having difficulties and disabilities on this present serious and potentially lifelong challenges (Connor, et. al.: 2014), such as low grades, behavior problems, juvenile delinquency, truancy, unemployment, jail time and substance abuse (Arvans, 2009). Nurhikmah (2011) relates that using story maps as graphic organizers for understanding short stories was found to be of great importance and using computer-aided instruction in the classroom increases student motivation, develops curiosity and makes learning experiences memorable. For this reason, this study intends to develop validated supplementary materials using technologically-mediated materials in English story mapping for students with low reading skills.

METHODS

Descriptive research design through validated evaluation tool to assess the appropriateness, clarity, usability, comprehensibility, completeness, and accuracy of the technologically-mediated supplementary materials in English story mapping utilizing acceptability rating, the rating is given by fifteen (15) English teachers and fifty (50) students in the pilot implementation were gathered and treated through mean, percentage, ranking, and t-test.

RESULTS

Findings of this study showed (1) that based on the baseline data, five difficult stories in Grade 7 Curriculum Guide were identified by the language teachers: The Centipede by Rony V. Diaz, The Mats by Francisco Arcellana, The Wedding Dance by Amador T. Daguio, The Baby in the Bottle by Benjamin Bautista, and Children of the City by Amado Ma. Guerrero was the basis of the development of the supplementary technologically-mediated learning materials using story mapping; (2) the most preferred format for the supplementary technologically-mediated learning materials development in English 7 using story mapping was Nunan's model. This is composed of the following parts: Objectives, Preview, Reading Text, Practice Tasks, and Feedback; (3) the teachers and the student respondents evaluated the developed supplementary technologically- mediated learning materials in English using story mapping for Grade 7 Students as Very Acceptable (VA), and (4) there is no significant difference between teacher and students acceptability.

DISCUSSIONS

The supplementary technologically-mediated learning materials using story mapping is not free from its flows even though it rated "Very Acceptable", the teachers and the student respondents offered suggestions to further improve such as (a) more pictures should be included, (b) pictures should clearly explain the story, (c) maps should be simple and clear, (d) different kinds of story maps, and (e) maps should be easy to understand. Hence, a follow-up research project on the use of supplementary technologically-mediated learning materials using story mapping to other grade level is hereby posted.

KEYWORDS: Development and acceptability, supplementary materials in English, story mapping, technologically-mediated

SUBMISSION ID: R04A-RIZALP-0171

Development and Assessment of E-Learning Software and Instructional Devices

Carla Jean A. Burbos & Jessie Villeza, Magdalena INHS

Abstract

INTRODUCTION
Along with increasing inclination towards E-learning within academics, it is necessary to identify perspectives from the ultimate stakeholders of the students. This paper examined Grade 10 Araling Panlipunan students' perception of developed E-learning software and instructional device and the association with students' achievement.

METHODS
This study used a descriptive method for the development of e-learning and instructional devices System Development Life Cycle model was used. A Pretest and Posttest was administered to assess the effectiveness of the developed e-learning software and instructional devices. MPS of both tests were treated statistically to find the difference

RESULTS
MPS increases with e-learning programs and instructional devices. Students' perception showed a significant difference, the MPS showed no significant difference indicating e-learning software and devices were accepted by students but performance revealed otherwise. No significant association was established between variables giving the findings that the students can still perform well even without the web-based instruction. This can be attributed to the geographic location, socioeconomic status, and technical abilities.

DISCUSSIONS
Elearning software and instructional devices help with the improvement of students' performance in pretest and posttest. The null hypothesis that the developed e-learning software and instructional devices cannot help in the improvement of students' performance in the posttest is accepted.

KEYWORDS: software, e-learning

SUBMISSION ID: R04A-LAGUNA-0065

Development and Evaluation of Localized Workbook in Kindergarten Mathematics

Geneva Allego, Cahabaan ES

Abstract

INTRODUCTION
Mathematics education begins in Kindergarten wherein children need to demonstrate skills on logic, measurement, number and number sense, geometry, and statistics and probability. Children must then be exposed to carefully- planned, age-appropriate and culturally- sensitive materials aligned to the curriculum using mother-tongue as the medium of instruction. However, localized instructional materials for kindergarten mathematics available in the field are very scarce. In this study, the researchers developed a localized workbook in kindergarten mathematics using the mother tongue. Evaluation and recommendations of the jurors as to content, format, presentation, and organization, and accuracy and up-to-dateness of information were considered.

METHODS
The study used the descriptive-development-evaluative method of research and purposive sampling. The jurors were 10 kindergarten teachers, 5 master teachers, 8 school heads and 1 Division EPS in preschool. The locale of the study is Talisay, Camarines Norte. Data gathered were interpreted using descriptive statistics.

RESULTS
The survey revealed that pupils' performance exceeds standards in one (1) skill, unsatisfactory in also one (1) skill, meets standards in twenty-three (23), and needs improvement in twenty-nine (29) skills.
The workbook is entitled "K-Math: Talasanayan ng Kahandaan sa Pagkatuto (Matematika)" which contains five chapters namely logic, number and number sense, measurement, geometry, and statistics and probability. The workbook was made localized through the use of pictures that are locally-available, real-life experiences of the pupils were considered and the mother tongue was used as a medium.
The study adopted the LRMDS Evaluation Rating Sheet for print materials. The results revealed that its general acceptability is very satisfactory.

DISCUSSIONS
Based on the evaluation, the workbook is aligned with the curriculum, localized, interdisciplinary, developmentally- appropriate and culturally-relevant the workbook is recommended for possible use in public schools as supplemental instructional materials. Other studies can be conducted to measure the effectiveness of the localized workbook in kindergarten mathematics using the mother tongue. Other teachers can also develop a workbook for other domains to make the learning process more significant in light of the instructional needs of the kindergarten pupils.

KEYWORDS: Keywords: development and evaluation, localization, workbook, kindergarten mathematics, mother tongue

SUBMISSION ID: R005-CAMNOR-0039

Development and Evaluation of Proposed School Website in Kasiglahan Village Senior High School

Emmerson Caldoza, Kasiglahan Village Senior High School

Abstract

INTRODUCTION

School website is the most advanced way of promoting the institution/school to all who wanted to be part of it. The school website aims to promote the school and to provide updates and announcements of its upcoming events.

Kasiglahan Village Senior High School utilizes the Facebook page to communicate with students, staff and the community. Students need to sign up with their accounts to join the school Facebook page where updates and announcements are posted. Unfortunately, not all students have full access to social media. Consequently, some students do not get immediate updates especially on some urgent announcements like class suspensions. This reason motivates the researchers to propose a school website that is accessible to all with no social media account required.

METHODS

The researchers requested the students and teachers to evaluate the proposed school website thus the utilization of a descriptive evaluative research method.

RESULTS

Based on the findings, the proposed school website in terms of content results to 3.69 weighted means for students. It describes that it has an accurate substance. Teachers' evaluation in terms of efficiency results in a weighted mean of 2.36 and it implies that the navigation has the least ways to manage the fastest way it should be. Functionality results in a 2.36 weighted mean in the evaluation of the teachers were they find the layout and the design of the website was not organized and functional. The evaluation of the students in terms of usability gives an outcome that users can adapt to the environment of a website as well as its design and function to comment resulting in 3.69 weighted means.

DISCUSSIONS

The evaluation of the students resulted in an overall weighted mean of 3.67 for the different criteria as content, efficiency, functionality, and usability of the website and interpreted verbally as "Strongly Agree". Teachers' evaluation has 2.40 as its overall weighted mean resulting in a verbal interpretation of "Disagree". Using the t-test, the result of the evaluation of the two respondents yields a significant difference.

The website's failure to get a nod from the teacher evaluators emanated from the accuracy of the information, the overall web design, and its navigational efficiency. The school may consider providing a skills development program on web design to ICT students for them to create a more functional website. Future researchers should generate substantial information to be able to provide significant information about the school.

KEYWORDS: evaluation, content, efficiency, functionality, usability

SUBMISSION ID: R04A-RIZALP-0326

Development and Testing of an Android-Based Informal Reading Enhancement Program for the Grade Two Pupils of Palanas Elementary School

Antonio Naing, Department of Education

Abstract

INTRODUCTION
Proficiency in reading is said to be key in learning. This is because reading is highly involved, linked and integrated into almost all areas of discipline or fields of knowledge. Development of effective reading skills opens greater avenues for the honing of all the other learning competencies and literacy skills like writing, numeracy, and linguistic skills. Nowadays, addressing the challenge of honing the students' reading skills and proficiency is made more attainable because of the presence and availability of educational resources for reading which is in digital, ICT-based or mobile format.

METHODS
The study applied descriptive statistics for the treatment and analysis of the data gathered by the researcher. The descriptive statistics were utilized in the treatment of the numerical data obtained in this study like the profile of the respondents, the results of pretest and post-tests in reading. These data were statistically treated using percentage, frequency count and weighted mean techniques.

RESULTS
The significant findings of this study include: 1.) Majority of the pupils encounter reading difficulties associated with auditory discrimination with an obtained mean of 1.4 interpreted as very difficult; 2.) The developed Android-based informal reading enhancement program featured instructional contents on auditory discrimination, recognizing the alphabet, reading skills associated with the identification of objects, reading numeracy concepts and reading skills associated with sensory-perceptual learning; 3.)The majority of the respondents recommend the researcher or teachers to coordinate and collaborate with the Local Government Units in order to fully implement the utilization of this developed output for the benefit of the pupils.

DISCUSSIONS
The results validate the usefulness of the Android-based informal reading enhancement program and provided several benefits, included were the following 1. improved the reading ability of the pupils 2. It easily caught the attention of the pupils in reading 3. Roused the interest of pupils in reading. There were some difficulties that teachers encountered in using the android-based informal reading enhancement program. There was a shortage of ICT equipment like android devices, and other multimedia laboratory facilities. As such, Educators and school administrators need to further strengthen their partnership and collaboration with stakeholders and other units to gather support for the provision and implementation of innovative reading programs.

KEYWORDS: ICT, Development, Evaluation

SUBMISSION ID: R005-CAMNOR-0012

Development and Usability of Alternative Learning System (ALS) Building for Learning of Out of School Youth Community Individuals of Maitum

Fe Merculio, Department of Education

Abstract

INTRODUCTION

Every Filipino has the right to basic education. But many Filipinos fail to avail of it, for various reasons. The program provides a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. Alternative Learning System implements three major programs namely: 1) Basic Literacy Program, 2) Continuing Education Program and 3) the Sustainability & Lifelong Program.

This study aims to develop and determine the usability of the Alternative Learning System Building with computer facilities for various unschooled individuals of the municipality of Maitum.

METHODS

The gathering procedure used by the researcher was as follows: asked permission from the District Head to conduct study, got the number of Out of School Youth in every barangay through the mapping data in Municipal Planning & Development Office, identified the number of Out of School Youth in every barangay, and to find out the interest of Out of School Youth's going back to school, a survey was conducted through a survey questionnaire whether the respondents are interested or not.

RESULTS

After having seen the needs of the Out of School Children, Youth & Adults and some illiterates who were found out to be interested in going back to school, it has been found out that there should be a learning center for them which will serve as the area where they could display their latent potentialities. There must be enough space and the area should be conducive for learning. There shall be computer facilities and internet connection so that learning will be more likely to happen especially that we are now in the computer age.

DISCUSSIONS

Looking at the census in general, there is a number of illiterates and unschooled children. There is really a need to help the people of Maitum to be freed from ignorance. Most of them are living in far-flung areas. The Education for All (EFA) advocacy of the Department of Education is just but very appropriate in response to this vital need of every unschooled and drop out the individual in certain households in barangays. As a response, the District Alternative Learning System Coordinator of Department of Education Maitum has linked to different National Government Offices and Government Offices to put up Alternative Learning System Building with certain computer units for the learning of these individuals that would most likely to be of help to them as they conquer unawareness and poverty.

KEYWORDS: ALS,

SUBMISSION ID: R012-SARANG-0047

Development and Utilization of Classroom Management Assessment Tool Using Deming Cycle Model: A Response to Iso 9001:2015

Melanie Grace Sison & Richard Buenas, Balayan National High School

Abstract

INTRODUCTION

To develop and utilize a classroom management assessment tool using the Deming cycle model which is a response to ISO 9001: 2015. Initially, the problems of the current classrooms were enumerated as a basis for improving the Balayan National High School classroom.

METHODS

Deming cycle is also known as the Plan-Do-Check-Act (PCDA) cycle. It involved developing a plan for improvement. It was followed by doing, the implementation of the plans made. Checking was done to find out if the doing stage was achieved and the desired set in the planning stage. Acting involved evaluating results as positive or negative. If however, negative, then other plans to improve the center were made. Thus, the cycle is continuous.

RESULTS

This study shows that the classrooms still need the additional physical set-up even if classrooms already have EMIS corner but there is a need to add physical facilities such as bulletin boards and information corners. Most of the classrooms have a white screen for DLP but some of the classrooms have flat screen television for better and faster delivery of the teaching-learning process. There was enough supply of reference materials to learners due to the implementation of the K - 12 program.

DISCUSSIONS

Based on the results of the study, there should be a series of programs focusing on the failed targets such as the physical set- up and tools and equipment for the teaching and learning process. The problems of the current classrooms were enumerated as a basis for improving the Balayan National High School classrooms. By employing the Deming cycle model of Plan, Do, Check and Act are expected to occur improvements.

KEYWORDS: Assessment tool, classroom management, Deming cycle model, education and equipment, physical facilities, physical set-up

**Development and Utilization of Physics Learning Modules in Grade 10
Science in Balayan National High School: A Proposed Remediation
Tool (SY 2017-2018)**

Angelita Castillo, Balayan National High School

Abstract

INTRODUCTION
Learning Physics can be challenging noting of the fact that not all students are at the same pace of learning. It is then imperative for the teachers to devise a mechanism that can help the students understand their lessons apart from the lectures delivered during classes. That is why it is deemed as a necessity to develop a learning module that can aid the students in properly absorbing each topic being taught, thus increasing their level of proficiency in the said subject.

The learning module can offer a thorough and in-depth explanation of every topic in which the students can refer to whenever they need to recall any part of the lesson that they had trouble. This answers to the irreversible fact that a teacher's lecture on a daily basis is ephemeral, hence, a module can always offer an answer to the question of the students given that the teachers may not be able to accommodate all the students' questions because of the time limitations.

METHODS
The subject of the study were 100 students in the Grade 10 level taking up Science 10 as mandated and implemented under the K+12 Curriculum. The students belong to class sections whose proficiency levels are below the required percentage mastery in desired learning competencies in Physics. The groups of students were divided into an experimental and control group. The pre-test was administered prior to the distribution of Physics learning modules in Science 10. Then, Physics learning modules were given to the learners to read, comprehend, analyze and evaluate various questions in specific modules. After completing the series of learning modules, the post-test was administered to evaluate and interpret the results.

RESULTS
After the administration of the tests, using the level of significance of 0.05, this action research obtained the result of 1.002, therefore; there is a significant difference in the development and utilization of learning modules in Science 10.

DISCUSSIONS
This study aimed to develop and utilized Physics learning modules in Science 10 to provide learners in grade 10 to increase the proficiency level at the end of the quarter. This shows that the development and utilization of the Physics learning module are considered an effective remediation tool to cater to the competency-based difficulties of learners.

KEYWORDS: development, learning module, Physics, utilization, K-12 Curriculum,

SUBMISSION ID: R04A-BATANP-1332

Development and Utilization of Strategic Intervention Material in Chemistry - Learning Area in Science 10

Gigi Agito & Myrna Uri, Dagatan National High School

Abstract

INTRODUCTION

In the K - 12 Program that we have today in our Enhanced Basic Education Curriculum, Science is in spiral progression to expose the learners to a wide variety of concepts/topics, skills and attitudes until they are mastered as the end point of the program. It is for this vision the researchers believe that it's high time to enlighten the cloudy minds of the students to ensure the mastery of structured science competencies. It is, for this reason, the researchers would like to share her contribution to an optimum method of teaching science, chemistry in particular. They, therefore, embarked on developing and utilizing strategic intervention materials in chemistry that she believes will enhance learning and remedy to the least mastered skills of the students.

METHODS

This paper made use of a descriptive research design with the teacher-made questionnaire as the instrument to gather data. The researcher used the purposive sampling to come up with 60 respondents who got grade 79% and below in their summative test and subjected to study on difficulties encountered in mastering the competency on chemical reactions. Strategic intervention material was developed and utilized for intervention class. The mean Percentage score and T-test were the statistical tools used to determine the significant difference in the score of pre and post-test.

RESULTS

Students encountered difficulties in studying the chemical reaction in Chemistry Learning Area of Grade 10 Science specifically in writing and naming chemical formula as the result of the item analysis of their summative test. Strategic Intervention Material in writing and naming chemical formula was developed and utilized successfully and helped the students in enhancing their skills in writing and naming chemical formula as revealed in the significant difference between the Pre and Post-Test results of the assessment.

DISCUSSIONS

The utilization of strategic intervention material was able to increase the performance of the students in writing and naming chemical formulas. Grade 10 teachers can use intervention materials to help students name compounds and write chemical formulas. Varied strategies in teaching the topic could be applied by the teacher to ensure that students learn and love the subject. This paper implied that teachers can do something for the development and improvement of students' performance. It is just a matter of analysis, reflection, and action.

KEYWORDS: strategic intervention material, development and utilization, chemistry

SUBMISSION ID: R04A-BATANP-1275

Development and Validation of a Design Guide for K to 12-Based Science Learning Materials for Open High School Program (OHSP)

Louie-Zel Pedro

Abstract

INTRODUCTION

The Open High School Program (OHSP) is a type of an alternative delivery mode (ADM) under the Drop-Out Reduction Program (DORP) of the Department of Education that gives formal education to students through distance-learning scheme offering different modalities of learning. Students enrolled in this program are those who are not capable of going to regular classes.

But since the implementation of K to 12 Basic Education Curriculum in 2011, the learning materials used for the OHSP are still based on the 2002 Basic Education Curriculum (BEC). This resulted in the curriculum mismatch delivered by the said program. Hence, this study developed and validated a design guide in creating K to 12-based learning materials for the OHSP.

METHODS

To effectively achieve its primary purpose, this study utilized Developmental Research Design and involved the following major phases for the development and validation of the design guide and sample learning materials: 1) development of the design guide; 2) validation and evaluation of the design guide; 3) development of learning materials using the design guide; 4) content validation of the learning materials; and 5) try-out and finalization of the learning materials

The design guide and the learning materials went through validations from forty-six (46) curriculum experts. After the validation, the learning materials were administered to sixty-two (62) Grade 8 OHSP students to get their perception.

RESULTS

As a result of the two-rounds of validation, the design guide was given an overall mean score of 4.96 [SD=0.15] with a high degree of acceptability. The printed and electronic modules got an overall mean rating of 4.92 [SD=0.23] and 4.84 [SD=0.33], respectively, with high acceptability from the curriculum experts.

Meanwhile, on the try-out and finalization phase, the OHSP students rated the printed learning material with 4.59 [SD=0.72] and the electronic learning material with 4.89 [SD=0.40].

DISCUSSIONS

Based on the result of the validation of curriculum experts and perception of the OHSP students, it can be said that the developed and validated design guide and learning materials have a high level of acceptability from its evaluators. The developed learning material got a high perception rating from the OHSP students who used them. Thus, the learning materials developed using the design guide are suitable and caters to the needs of the learners under the said program.

KEYWORDS: Development, Validation, Design Guide, Module, OHSP, Learning Materials

SUBMISSION ID: R04A-CAVITC-0012

Development and Validation of a Proposed Localized Video Materials in Teaching Set in Mathematics 7

Rizza Perez & Jorge Maligaya, Teacher I

Abstract

INTRODUCTION

Learning is the acquisition of knowledge and skills possible through systematic interaction between teachers and learners. Instructional materials in teaching particularly localized video materials play a significant role in molding the 21st Century learners. Most of the teachers and school heads need to have power over the rapid growth of technology worldwide. This study explored the manifested existing instructional materials in teaching Mathematics in Area III, Division of Batangas to develop and validate a proposed localized video material to improve the teaching and learning process in teaching set in Mathematics 7.

METHODS

The researchers first made two sets of questionnaires: (a) assessment for the existing instructional materials and (b) assessment of proposed localized video material. Afterward, they used Department of Education's curriculum guide for K-12 students, specifically the Mathematics Curriculum Guide for Grades 7, as a reference to determine what topics they wanted to include, be the focus of the video. The development of the video commenced once the design of the video and the topics to be included in the video were finalized.

RESULTS

The findings revealed that the existing Mathematics Instructional materials in terms of Course Objectives; Course Content; and Teaching Approaches/ Techniques were manifested by the Mathematics teachers. The proposed localized video material in terms of Presentational Features; Skills Development; and General Video Characteristics implied that education at all levels is gearing towards a computer-centric learning environment. Through the implementation of technology inside the classroom, teachers and students can yield positive results within the learning environment and true-to-life situations.

DISCUSSIONS

The findings of the study were that the Mathematics teachers' manifestation of the existing instructional materials and the proposed localized video materials was of great extent. It was concluded that the developed and validated localized video materials are relevant to what we want to teach and demonstrated a clear particular topic or subject and links it to what the students intended to learn. Furthermore, it was recommended that the teachers need to know how to localized materials in teaching, thus the administrators should offer more teachers program on how to develop localized video materials in teaching and specifically the proposed video materials be utilized to all junior high school students.

KEYWORDS: Instructional Materials, Localized Video Materials, 21st Century Teachers and Learners

Development and Validation of a Qualifying Examination for Students Enrolled at Quezonian Educational College Atimonan, Quezon Who Intend to Specialize in Filipino

Marciano Catapang, Teacher II, Danlagan National High School

Abstract

INTRODUCTION

This study will focus on the development and validation of a qualifying examination for the students at the tertiary level who intend to specialize in Filipino at Quezonian Educational College, (Q.E.C.), Atimonan, Quezon.

This institution prepared a manual test for the students who intend to specialize in Filipino, so that, the researcher, conducted a qualifying examination for this area to use for selecting good students who will take Filipino subject as major in tertiary level.

METHODS

This study used descriptive developmental research. Sixty (60) second-year students from the different departments were the respondent of the first try-out. Another sixty (60) students in the same department were the respondent of the second try-out. They were selected through stratified random sampling. The third and final run was fifteen (15) second-year education students who specialize in Filipino. The statistical treatment used by the researcher in analyzing data is as follows: 1. U-L method of Stocklein in analyzing the Discrimination Index and Difficulty Index. 2. Pearson-r in analyzing the concurrent validity. 4. F-test in analyzing of variance or One-way ANOVA in analyzing Construct Validity. 5.

RESULTS

The researcher based it according to the Garcia (2002) interpretation in determining the Discrimination Index and Difficulty Index. The test item got 0.20 and above at discrimination Index, 0.26-0.75 at difficulty were good test items and accepted. The second evaluation of the test is establishing validity. Based on the result 1. the Content validity obtain value was 3.71 using Weighted mean formula. 2. The concurrent validity, the results obtain the value was 0.97 using Pearson - r formula. 3. Construct validity, was 1.92 using know groups Technique or ANOVA. The third evaluation is establishing the test Reliability are composed of 1. Test-retest reliability was 0.94 using Pearson-r. It was computed again using Spearman rho, it got 0.91. 2.

DISCUSSIONS

Based on the materials used by the researcher in constructing a qualifying examination, he was able to determine the skills to be measured. Each topic was carefully prepared to test each skill. Before the test was administered, it was examined by the education experts, advisers, and fellow professors teaching at the same institution.

KEYWORDS: Development and validation, Qualifying examination, Test validity , and Test Reliability.

Development and Validation of CAL/CAI as an Enhancement Material in Music 5

Ricardo Jr. Ahillon, Cardona, Rizal, Philippines

Abstract

INTRODUCTION

The objective of the study is to develop and validate CAL/CAI (Computer Aided Learnings/Computer Aided Instructions) as an enhancement material in Music 5 for the pupils of Tadlak Elementary School in the school year 2018 - 2019.

METHODS

This study is anchored on the theory of Constructivism by John Dewey. Constructivism is a theory that explains how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences. It has its roots in Cognitive Psychology and Biology and an approach to education that lays emphasis on the ways knowledge is created in order to adapt to the world.

The study was also conceived and anchored on the theory of Bruner in his study entitled The Learning Theory. He stated that instruction must have the objective to help the learner to be self-sufficient and problem-solver.

RESULTS

The results described that the developed CAL/CAI enhancement material in Music 5 is highly acceptable by the respondents. Furthermore, there is a significant difference in the level of performance of Grade 5 pupils in the control group as revealed by the pretest and posttest results in terms of Natutukoy ang iba't - ibang simbolo ng musika, natutukoy at naaawit ang mga so-fa syllable gamit man o hindi ang mga hand signal, at natutukoy at nakakagawa ng ng iba't - ibang interval since the computed p-value is 0.000 is less than 0.05 level of significance. Also, there is a significant difference in the level of performance of grade 5 pupils in the experimental group as revealed by pretest and posttest results since the computed p-value of 0.00 is less than 0.05 level of significance. However, there is no significant difference in the level of performance of Grade 5 pupils in control and experimental groups as revealed by the posttest result in terms of Natutukoy at nakakagawa ng iba't ibang ibang interval since the computed p-value is 0.0354 which is lower than 0.05 level of significance.

DISCUSSIONS

The findings revealed that the developed enhancement material in Music 5 was found to be a valid and acceptable learning material. The experimental group and control group got Low performance in their pretest in all the lessons except in the lesson Natutukoy ang iba't - ibang simbolo ng musika in which the control group got Average performance. The posttest of the experimental group and the control group got Very High. A significant difference was observed between the performance of the experimental group and the control group. From the findings of the study, it is concluded that the achievement of the experimental group in Music significantly changed as compared to the performance of the control groups

KEYWORDS: CAL/CAI IN MUSIC 5

SUBMISSION ID: R04A-RIZALP-0000

**Development and Validation of Contextualize Supplementary Learners
Material in Reading Comprehension in English 3**

Ponciana Quimque, Uwisan Elementary School

Abstract

INTRODUCTION

Relative to this, Department of Education Division of Calamba City made different interventions like different instructional material in English in order to improve the performance in English. The poor academic performance of learners in English reflects the deteriorating quality of education in public elementary schools in the Division of Calamba City based on the three consecutive years' results of the LAPG.

In this light, the researchers developed a supplementary learners' material in English for Grade 3 pupils in the Division of Calamba City and the study determined the validity and acceptability of the localized supplementary learners' reading materials in English among Grade 3 pupils in the Division of Calamba City.

METHODS

The study employed descriptive-quantitative research design which allows the use of a survey instrument to solicit data and information pertinent to the determination of validity and acceptability of the proposed learners' reading materials.

Purposive sampling was used in the selection of respondents in the study. Since the developed contextualized learning materials is intended for Grade 3 learners, their respective teachers were selected as respondents of the study. Meanwhile, the selection of schools was chosen based on the results of the 2014-2015 LAPG. As a result, 15 Grade 3 teachers were utilized to determine the validity and acceptability of the contextualized learning materials for Grade 3.

The survey questionnaire was used as the main instrument of the study. The questionnaire was modified based on the needs of the study. The instrument was validated by Master Teachers, EPS I English, and another curriculum expert. Weighted mean was the main tool in analyzing the obtained data.

RESULTS

The results imply that what makes reading comprehension evident among Grade 3 pupils is their attitude in the teaching-reading process. This attitude is manifested in the way they interact with others regarding what they read.

DISCUSSIONS

Moreover, positive interaction is a manifestation of a positive classroom atmosphere, which as cited by Dorado (2017) is one that fosters a sense of security and confidence in students, allows them to feel comfortable about sharing their knowledge, and contributes to successful learning.

KEYWORDS: Validation, Contextualize, Learners Materials, Reading Comprehension Skills

SUBMISSION ID: R04A-CALAMB-0198

Development and Validation of Contextualized Reading Test Material for Senior High School Students

Lydia Villanueva, SPAM, INC.

Abstract

INTRODUCTION

Reading is an essential part of a student's learning. It is basic to all learning and this ability is highly useful in the practical situations of life (Fazal et.al 2015) and an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. Identifying which skills of reading hinders the students to understand the selection, materials or even instruction, is beneficial both to students and teachers. Creating a reading test material helps the teachers to identify the needs of the students for reading. Test materials have a vital role in assessing the teaching-learning process and is helpful in identifying the skills of the students to be developed.

METHODS

The design and development research design was used by Richey & Klein (2007, p.1). Grade 12 students from HUMSS, GAS, STEM, SMAW, and EIM at Gen, Juan Castaneda Senior High School were the subjects. The reading test materials comprised speed and accuracy, vocabulary, and reading comprehension with 50-items each. Speed and accuracy items were localized while vocabulary and reading comprehension tests were contextualized. The subjects took the test and retest, then was validated through the use of spearman-rho

RESULTS

The major parts of the developed reading test material were reading fluency, vocabulary and reading comprehension. Localization and contextualization of the reading test material were used. The following process was done; identification of test part and core subject and specialized subjects was done first, gathering of materials for the localization and contextualization followed, evaluation of vocabulary by the subject teachers, pilot test, and analysis of reliability test. The speed and accuracy test for EIM was not reliable. Vocabulary tests for EIM and GAS were reliable which was opposite to the result of the vocabulary tests for SMAW, HUMSS, and STEM. Reading comprehension tests were all reliable for GAS, HUMSS, STEM, EIM except for SMAW.

DISCUSSIONS

The results showed that there is a need for vocabulary development of the students. The socio-cultural aspects of the students should also be taken into consideration. The results of the study suggested that the subjects of the study need some honing in their vocabulary through reading and that the test material needed to be revised using another type of tests for vocabulary. Further note that some of the respondents were not familiar with the history of the local of the research.

SUBMISSION ID: R04A-IMUSC1-0087

**Development and Validation of Contextualized Reinforcement Activities
for Grade 7 Students in Speaking**

Myrna Pastoral, Gulod Senior High School

Abstract

INTRODUCTION
With the increasing reliance on English as a global language in fields as diverse as media, technology, and commerce, greater emphasis is being placed on the ability to communicate in English. As a result, English language education around the world is turning its focus towards practical skills to encourage learners to be able to actively use the language in interactional contexts rather than to study English merely as an academic subject, and teaching methods are being adjusted accordingly. The purpose of the study is to determine the linguistic and socio-cultural competencies of Grade 7 students and to come up with the reinforcement activities that will cater to the least rated skills of the students.

METHODS
The study utilized the descriptive method of research to assess the linguistic and socio-cultural competencies of Grade 7 students of Batangas National School and Verde Island District, Division of Batangas City. The respondents of the study comprised of 329 students. Data gathering instruments used include questionnaires and documentary analysis. Statistical tools used are the mean, frequency, percentage, ranking, and Pearson r moment correlation.

RESULTS
The following were the findings of the study: students got an approaching level of performance in English during the first and second grading period; students got an average level of performance in linguistic competence in the area of morphology, semantics, and orthography.

DISCUSSIONS
Whereas, students got below average level of performance in syntax. In the socio-cultural competencies, it is revealed that the student performed GOOD, along with socio-contextual, stylistics, cultural and non-verbal communication factors.

Recommendations of the study include the proposed reinforcement activities designed may be reviewed by English teachers prior to their utilization in class, language teachers must engage students varied types of activities that will enhance their macro skills and follow up studies may be conducted on aspects related to the variables of the study.

KEYWORDS: socio- cultural, reinforcement, linguistic competence, speaking skills

SUBMISSION ID: R04A-BATANC-0039

Development and Validation of Contextualized Statistics Modules for Senior High School Accountancy, Business and Management Students

Lady Asrah C. Abayon, Teacher

Abstract

INTRODUCTION

One of the Department of Education's (Department of Education) objectives is contextualization of the curriculum, making the learning standards more relevant to the learners. The Official Gazette featured this change in the educational program and emphasized the making of the curriculum relevant to the learners by contextualization and enhancement.

METHODS

This research and development (RnD) study employed a descriptive design. The researcher developed four modules in Statistics and Probability especially for Senior High School Accountancy, Business, and Management Students. These learning materials were validated by a total of sixteen (16) validators. This set of professionals comprised eight (8) Statistics instructors and eight (8) Business instructors. To measure the level of acceptability of the developed contextualized Statistics modules, a validation tool with two parts were utilized. This questionnaire was used by the validators in evaluating and giving suggestions that ought to help the researcher-developer to come up with the best material. The researcher then used descriptive statistics and Mann-Whitney U-test for data interpretation and analysis.

RESULTS

All the elements of the modules, namely the objectives, format, content, and organization, were rated to be much acceptable by the Statistics instructors. This further means that the modules were acceptable to them. Moreover, the Business instructors found the objectives and content of the modules to be very much acceptable while the rest of the elements are much more acceptable to them. This just shows that the modules were much acceptable to the Business instructors. Using Mann-Whitney U-test, the researchers found no significant difference between the main responses of the two sets of validators on each element and overall. This means that the validators agreed that the modules are much acceptable. In conclusion, the developed modules are much acceptable.

DISCUSSIONS

The results of the study revealed that the developed contextualized modules were much acceptable to the evaluators. This further shows that developing contextualized modules could be very helpful in enhancing the learning of the students in Senior High School Accountancy, Business, and Management Students. The researcher recommends that these modules be taken advantage of within the classroom to reinforce students' comprehension and interest in Statistics and Probability.

SUBMISSION ID: R012-TACURO-0009

Development and Validation of Developed Modules in Academic Writing and Professional Correspondence for Senior High School Students

Lanie Penamora, Quisao National High School

Abstract

INTRODUCTION
Writing is a tool for us to express our ideas and emotions. This study is aimed to guide students on how they can properly express these. The modules used templates as a pattern for every type of written works. This method is used so students will have an idea of what to do and they will also be able to improve the templates and make a better output, add their personal profile to make it their own and be able to share their critical ideas in an orderly manner.

METHODS
This study used Constructivism as a standard for the development of modules.For the implementation of the module, this study used a one-shot case study design. This is a pre-experimental design where a group of respondents is exposed to an experimental treatment and a single measurement is taken afterward. It is aimed to know the performance of student respondents regarding the developed module.

For the assessment of the developed module as perceived by the teacher-respondents, the researchers used the descriptive research design utilizing the researchers made a questionnaire checklist as a tool in gathering data and information for the study. It involves the collection of data in order to test the hypothesis and also to describe the acceptability of the developed module.

The teacher-respondents of this study were the 6 Grade 11 teachers from the District of Pililla, Rizal. All of them have undergone the Senior High School (SHS) Mass Training for Grade 11 Teachers on Academic Track - English which makes them the legal authority to content validate the module. The student-respondents were all the 165 grade 11 students of Quisao National Senior High School from the school year, 2016-2017 to answer all the modules.

RESULTS
For the acceptability of the developed modules, the teacher-respondents gave it an average rate of 3.95 with a verbal interpretation of acceptable

For the performance of the students in the developed module, it earned an average mean of 83.02 with a verbal interpretation of satisfactory. The researcher found out the module is acceptable and may be implemented to senior high school under the subject Reading and Writing.

DISCUSSIONS
The researcher found out that attitude and reality play a vital role in the performances of these students. The attitude of wanting to know "if this activity will benefit them or what's in it for me?" for them if it's of no use for them chances are they won't do it. To make matters worse is poverty. Most of the students, especially on the TVL track can't afford to go to college, thus they are hesitant to do some of the written activities.

KEYWORDS: Reading & Writing, Academic Writing, Professional Correspondence, Senior High School, Teaching & Learning

SUBMISSION ID: R04A-RIZALP-0063

Development and Validation of Information and Communication Technology- Based Localized Instructional Materials in Teaching Araling Panlipunan for Grade 4 in the Division of Quezon

Joel Magtibay, Gomez Elementary School

Abstract

INTRODUCTION
This study aimed to develop ICT-based instructional material for Araling Panlipunan (A.P.) 4 a tool for enhancing teaching and learning for the specific lesson in A.P. 4. The researcher focuses on the acceptability of the technical usability and content quality of the developed ICT-based instructional material for the public elementary Araling Panlipunan teachers and ICT coordinators from the Lopez West District and Lopez East District.

METHODS
This study utilized the descriptive research method. Moreover, it employed the summation of mean and each result was interpreted through the value of Likert's Scale. The respondents of this study are fifty (50) Grade 4 Araling Panlipunan teachers and fifty (50) school ICT coordinators from the public elementary schools in Lopez West and Lopez East District and (15) AP 4 teacher from Lopez East District and (13) from Lopez West District for the needs assessment. The questionnaire was the main instrument used in this study. The questionnaire consists of 2 parts: (1) content quality and (2) technical usability, and also utilized the needs assessment survey questionnaire.

RESULTS
Based on the conducted needs assessment of the ICT-Based Instructional Material in Araling Panlipunan 4 it resulted in 4.68 general weighted means. The components of the developed ICT-Based Instructional Material in AP 4 using the MOBIRISE web page maker is about the local government based on the Araling Panlipunan 4 curriculum guide. The said lesson can be found in the third quarter conferring to the learner's materials and teacher's guide.
Content Quality of the ICT based instructional material in AP 4. The general weighted means were 4.72 and 4.73. The overall weighted mean of the content quality based on the perceptions of the respondents is 4.725 which were interpreted as highly acceptable. The general weighted means on the technical usability were 4.63 and 4.69. It can be distinguished from the results that both groups of respondents highly accepted technical usability.

DISCUSSIONS
This study recommends teachers to produce various ICT-based instructional materials in order to maximize the utilization of the ICT equipment provided by the Department of Education under the Department of Education Computerization Program.

KEYWORDS: Development and Validation, ICT-Based Instructional Material, Instructional Material, Araling Panlipunan

Development and Validation of K to 12 Curriculum Aligned English Worksheets for 6th Graders

Ashlene Jasmilona, Banlic Elementary School

Abstract

INTRODUCTION
"Education is the most powerful weapon which can be used to change the world," said Nelson Mandela, one of the most famous and influential people in the world. It is indeed one of the sayings which every Filipino believes in. This is really time that there is a discrepancy in the ratio of the number of learners and of available instructional materials for Kindergarten to Tertiary level in the country that lead to different details in the content of delivering instruction. Indeed, instructional materials are very instrumental in how teachers successfully deliver quality and relevant education in their respective classes. In addition, instructional materials have been studied and described by many authors. They came up with different names such as educational technology, curriculum auxiliaries, educational media, audio-visual aids, teaching materials, instructional aids, instructional media, and educational resources. These are utilized to help explain and make the subject matter intelligible and enjoyable.

METHODS
This study used the experimental-descriptive method of research for it assessed the validity and acceptability of the worksheets for grade 6 English as evaluated by grade 6 English teachers.

RESULTS
The study resulted that there is a significant difference between the pre-test and the post-test administered. Likewise, there is a significant increase in post-test through the use of the developed worksheets in English. The findings also revealed that with utilizing the developed material it helped increase the learnings and knowledge of 6th graders to become globally competitive learners in the future. On the other hand, the study also revealed that instructional material is vital when it comes to the teaching and learning process.

DISCUSSIONS
Teaching the English language requires materials for the better learning and comprehension of the learners. However, in the public school setting of the country, there are not enough learning materials for every learner and grade level. And this is one of the problems which the English teachers are facing. Through this study, the researcher came up with worksheets wherein lessons were localized and contextualized making sure that the English worksheets respond to the needs of public elementary institutions and conform to the quality and relevance of the Department of Education. As a result, the developed English worksheets for 6th graders are an effective tool in giving quality education and producing globally competitive learners.

KEYWORDS: VALIDATION, DEVELOPMENT, UTILIZATION, CURRICULUM, CONTEXTUALIZE AND LOCALIZE

**Development and Validation of Localized Modules in Mathematics
Grade 8 in Lucsuhin National High School: Basis for Reinforcement
Program**

Arron Anthony Urcia, Lucsuhin National High School

Abstract

INTRODUCTION
Mathematics education is an interesting discipline because it draws on many other fields of study. To answer the central question of "how to teach mathematics better" requires understandings from many other disciplines and many areas of general education. In relation to this, instructional materials, teachers module and learners module play an important part in implementing a successful teaching and learning process. It comes in different forms based on the needs of students, appropriateness to the subject matter, the availability of resources, and the time allotted to discuss the subject matter intended for a particular day. Instructional materials can motivate students, can catch their attention and can make the teaching and learning process as an enjoyable task.

METHODS
The study used the experimental type of research to evaluate the Proposed Module in Mathematics for the Grade 8 Students of Lucsuhin National High School. The researcher-made module was used as one of the instruments to increase the level of performance of Grade 8 students. The Static-Group Pre-test Post-test Design were utilized in this study. The experimental information was obtained through the use of devices or experimental instruments conducted to selected participants. The design involved two groups: the experimental and controlled groups. Both groups received separate treatments. The experimental group was exposed in using the module while the controlled group wasn't exposed in using a module in Grade 8 Mathematics. Both groups were subjected to pre-test and post-test. The statistical tools used were mean scores, percentage, T-test.

RESULTS
The study revealed that there was a significant difference between the two groups of respondents in terms of the results of the pre-test and post-test. Thus, the researcher-made module utilized and used by the respondents has helped them increase their level of performance. The results of the study have become the basis for the formulation of reinforcement program in Mathematics.

DISCUSSIONS
To ensure the reliability and validity of the test paper, a pre-test was to the thirty (30) students. Adjustments on the test were based on the results of the reliability analysis and content validation after the conduct of pre-testing exercises. The proposed program was designed by the researcher to enhance the quality of the academic performance of the Grade 8 Students.

KEYWORDS: Module, Interventions, Academic Performance

SUBMISSION ID: R04A-BATANP-1861

Development and Validation of Mathematics Workbook for Grade 7 in Cluster 5, Division of Laguna

Aleli Base & Cherry Lyn Arnaiz, Department of Education

Abstract

INTRODUCTION
The study used the descriptive-survey method to describe and evaluate the developed Workbook in Mathematics using a questionnaire-checklist in gathering data. The developed workbook was evaluated in terms of its objectives, content, presentation, evaluation, usability, consistency, adaptability, appropriateness, aesthetic value. The responses of teachers were tallied, tabulated and interpreted with the use of appropriate statistical treatments such as percentage to determine the least mastered mathematical competencies of students and weighted mean to describe the evaluation of teachers as to areas of the workbook.

METHODS
The mathematics teachers evaluated the Mathematics Workbook excellent in content (mean = 4.51), and very good in objectives (mean = 4.44), presentation (mean = 4.44), evaluation (mean = 4.39), usability (mean = 4.36), consistency (mean = 4.30), adaptability (mean = 4.34), appropriateness (mean = 4.29), and aesthetic value (mean = 4.35).

RESULTS
The mathematics teachers evaluated the Mathematics Workbook excellent in content (mean = 4.51), and very good in objectives (mean = 4.44), presentation (mean = 4.44), evaluation (mean = 4.39), usability (mean = 4.36), consistency (mean = 4.30), adaptability (mean = 4.34), appropriateness (mean = 4.29), and aesthetic value (mean = 4.35).

DISCUSSIONS
Based on the results of diagnostic tests, the students showed low competencies in the topics including: solving quadratic equation (81.75%), solving linear equation or inequality in one variable involving absolute value (68.07%), solving problems involving algebraic expressions (65.26%), using models and algebraic methods to find the product of two binomials, product of the sum and difference of two terms, square of a binomial, cube of a binomial, and product of a binomial and a trinomial (64.91%), multiplying and dividing polynomials (55.44%), evaluating algebraic expressions for given values of the variables (53.33%), translating English sentences into mathematical sentences and vice versa (49.12%), and solving problems involving real numbers (48.42%).

KEYWORDS: DEVELOPMENT, VALIDATION, MATHEMATICS WORKBOOK, GRADE 7, CLUSTER 5, DIVISION OF LAGUNA

SUBMISSION ID: R04A-LAGUNA-0284

Development and Validation of Module in Araling Panlipunan 10 for Open High School Program in the Division of Antipolo City

Maria Liberty Bernadas, Mambugan National High School

Abstract

INTRODUCTION
Education is a continuous and never-ending process in response to the needs and demands of the times and conditions. The 1987 Constitution guarantees the right to education of every Filipino. The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education. To this end, the Bureau of Secondary Education has designed the Open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity for those who desire to complete the high school curriculum outside of the formal school structure. This study somehow answers the calls of necessities particularly when it comes to insufficient and outdated instructional materials as one of the challenges faced by schools that implement the Open High School Program.

METHODS
The study used the experimental, descriptive and developmental research design with pretest and posttest. One group of Grade 10 Open High School students was the experimental group exposed to the developed instructional material in teaching Contemporary Issues in Araling Panlipunan 10 and the other group was the control group who taught using the lecture-discussion method. The descriptive research design was employed in the study since the expert-respondents were tasked to describe their validation on the module using a 5-point Likert scale with corresponding verbal interpretation to interpret their responses and the study was also developmental in nature since it was focused on developing instructional module.

RESULTS
The developed Instructional Module passed all criteria as assessed by the Experts. Thus, considered valid as teaching material in Araling Panlipunan 10 for Open High School Program. Although modular and traditional teaching can improve the understanding of the Grade 10 Open High School as evident in the results of pretest and posttest, students who were exposed to the developed Instructional Module showed an exceptional increased in understanding in the different lessons in Araling Panlipunan 10.

DISCUSSIONS
The results demonstrate that the developed module can be utilized in teaching the subject in the Open High School program. And since it only focuses on one subject area, teachers in another subject may also develop a module for more effective delivery of lessons.

KEYWORDS: Open High School, Contemporary Issues, Module

SUBMISSION ID: R04A-ANTIPO-0007

Development and Validation of Strategic Intervention Materials (SIMs) Using Synectics in Grade Seven Physics

Emygil Christianne Ladia, Southville IV National High School

Abstract

INTRODUCTION
Students in Southville IV National High School were often contending with many difficulties during solving quantitative physics tasks. One of the reasons for this difficulty is the scarcity of instructional materials that can address their least develop skills. For these reasons, the researcher tried to construct instructional materials that are incorporated with Synectics, an approach in solving problems that use metaphors which make learning enjoyable and creative.

METHODS
The study used the Input-Process-Output Model of developing instructional materials. The input component for the SIMs was taken from the K to 12 Curriculum guide and guidelines established by the Department of Education in constructing SIMs. The SIM process includes SIM preparation, SIM development, and SIM validation. The SIM preparation includes the selection of the content based on the least mastered skills. The SIM development stage deals with actual writing, production, proofreading, editing, and initial revision. The validation stage was done through the first and second pilot testing of the edited SIM to the 60 grade seven students. After each pilot test was conducted, the SIMs were subjected to validation by five selected experts. The developed and validated SIM using Synectics for grade seven physics was the output of the study.

RESULTS
The results revealed that the SIMs content and pedagogical aspects are "evident" while its technical aspect is described as "very evident" as rated by the experts. The internal consistency between responses is rated as "good". The teacher-student ratings on SIMs showed that there is a "good agreement" (first try out) and "moderate agreement" (second try out) and also showed that their responses are significant. The SIMs were also within the students' level of comprehension as revealed in the Flesch reading score.

DISCUSSIONS
Based on the results, there is a high consistency in the responses of the experts based on the SIMs' content, pedagogy, and technical aspects which make the SIMs suitable for students. It shows that the students and teachers agreed that the SIMs are effective in terms of their content, clarity, presentation, and relevance. The Flesch reading score implies that the readability of the SIMs is easy and is suitable in grade seven students. As the SIMs conveyed the standards of Department of Education in making SIMs, the researcher proposed that the constructed SIMs may be used as an intervention in grade seven physics and it is recommended to test its effectiveness.

KEYWORDS: Strategic Intervention Material using Synectics

Development and Validation of Student Attendance Android Application

Jowellie Jewel S. Paramo

Abstract

INTRODUCTION

The traditional means of checking the student's attendance consumes too much time and effort especially in recording and maintaining it. Numerous papers are also being materialized in the whole process of checking the attendance. From printing attendance sheets to finalizing and transcribing it to a spreadsheet, the traditional process demands time, effort and money (Salleh, 2015).

METHODS

The use of the Research and Development method was materialized on this study. This research developed an android application for attendance checking through a programming language based on Visual Basic used in the development of the mobile application, the Basic4Android program. The use of a survey questionnaire that focused on usefulness and ease to use, user satisfaction, functionality, and usability was administered to gauge the validity of the developed android application for checking the attendance of the students.

RESULTS

The developed student attendance android application level of applicability gathered, very good, 4.457 overall weighted means. The usefulness and ease of use, excellent, 4.545 mean; this showed the respondents would improve their job performance and productivity. The user satisfaction got, very good, 4.461 mean; this manifests that the program is clear in size, consistent, concise and easy to understand. A very good, 4.241 mean under functionality; this implies that the program is reliable, valid and organize - however, the detection of reduplication of data got the lowest mean of 3.8. The usability of this program got 4.581 because the system gives error message clearly, the respondents worked quickly, satisfied with the capabilities of the system. Based on the results of the FGD conducted, the respondents gave their interest and eagerness to utilizing the application. They also suggested that it may also be uploaded in Cloud or Google drive for backup purposes.

DISCUSSIONS

Seemingly, this research and development of students attendance android application using Visual Basic, Basic4Android program gathered very good implications from the respondents. They even furthered their satisfaction with the application they utilized manifested on the usefulness and ease to use (4.545), user satisfaction (4.461), functionality (4.241), and usability (4.581). The respondents were interested in and eager to use the program. This leads the researcher to enhance the application and add a back-up and test its effectiveness when it will be utilized already in the private integrated school.

KEYWORDS: Student attendance, Android application, Development, Motivation, Eagerness

SUBMISSION ID: R012-GENSAN-0002

Development and Validation of Supplementary Module in Grade Nine Algebra

Maggie Villanueva, Punta Integrated School

Abstract

INTRODUCTION

The Philippines, like any other democratic countries all over the world, is dedicated to the task of providing its citizens with the opportunity for intellectual, social, economic, and physical development. It is important that the citizens are literate, socially responsible, useful, patriotic, righteous and law abiding. It is necessary to strengthen the Philippines' performance in Mathematics in order to maximize the contribution of the country's vast human resources in attaining the goals of industrialization and economic development.

METHODS

In this study, the researchers used the experimental method to determine the effectiveness of the developed module in Mathematics 9 while the descriptive method was used to evaluate the developed modules in terms of the identified criteria. The student respondents of the study were thirty (30) Grade 9 students from Punta National High School while the teacher expert evaluator respondents were 15. All of them are from Punta National High School in Calamba, Laguna.

RESULTS

Before using the developed modules in the Grade 9 Mathematics majority, 17 or 56.67 % of the students performed fairly satisfactory, followed by 7 or 23.33% performed unsatisfactorily, while 6 or 20.00% performed satisfactorily. After using the module, the performance in Math 9 increased as shown in the decrease in the lowest level of performance from 7 students in the pre-test down to only 2 in the post-test. There is a significant difference between the pre-test and post-test mean.The claim was based on the increase of the mean score from 15.70 in the pre- test to the mean score of 28.93. The developed modules are high invalidity in terms of Objectives, Topics, Activities, and Evaluation. The developed modules were high in acceptability level in terms of particularly in the Language, Content, Relevance, Sequence, and Organization, but Very High in Contents and Potential Usability

DISCUSSIONS

Based on the findings and conclusions of the study, the developed Modules in Grade 9 Mathematics should be used by the Mathematics teachers. The Mathematics teachers must develop similar modules covering the learning competencies of the first, third and fourth grading periods for students' use in the future. The Mathematics department should initiate to conduct a workshop on the development of modules. The suggestions given by the expert respondents should be considered in the development of modules by the mathematics teachers.

KEYWORDS: Developed Module, Supplementary, Curriculum, Level of Acceptability, Level of Validity, Mathematics, Contextualized, Mathematics performance

SUBMISSION ID: R04A-CALAMB-0208

Development Index of Kindergarten Pupils: An Assessment

Jennifer Bordeos, Department of Education

Abstract

INTRODUCTION

"Don't Wait Until It's Too Late to Save a Child" There is an increasing acknowledgment that the first few years of a child's life are a particularly important period in the child's development along with cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various problems during these years that can damage their healthy development. Hence, early assessment is necessary.

The Philippine Early Childhood Development (PECD) Checklist is an early assessment tool designed for children ages 3-.11 years old. It assesses the child's developmental domains namely: Gross motor, fine motor, receptive language, expressive language, socio-emotional aspect, self-help, and cognitive domain. The PECD is a tool to identify children who are significantly delayed in overall development. Early detection of developmental delays helps educators plan appropriate intervention and effective individualized instruction for each child. Thus this study is necessary.

METHODS

In order to gauge the development index of the kindergarten pupils and the difficulties met by the teachers in the administration of the PECD checklist, the researcher employed the descriptive-survey method. This method is directed toward ascertaining the prevailing conditions, that is, facts that prevail in a group of cases chosen for the study. This method is essentially a technique of quantitative description of the general characteristics of the group.

RESULTS

The research revealed that out of the 2422 kindergarten pupils for the school year 2018-2019, 39 % or 942 is significantly delayed in expressive language, 16% or 381 in socio-emotional, and 15% or 371 in self-help skills.
The top three (3) problems met by the teachers in administering the PECD checklist include absenteeism of pupils, lack of focus or concentration and poor classroom conditions.

DISCUSSIONS

Kindergarten pupils are significantly delayed in expressive language, socio-emotional and self-help skills thus need enhancement activities. Thus, a writeshop on the preparation of wordless picture books is the proposed intervention to improve the Development Index of the Kindergarten pupils in the Philippine Early Childhood Development (PECD) checklist, especially along with expressive language skills.
Moreover, the teachers find administering the Philippine Early Childhood Development (PECD) checklist difficult due to the absenteeism of pupils, lack of focus or concentration, and poor classroom environment.

KEYWORDS: Development Index of Kindergarten Pupils

SUBMISSION ID: R005-TABACO-0080

Development of a Classroom-based Program in Enhancing the sound-symbol relationship in Reading of Pupils in Grade I

Arthlyn Magbojos & Divinia Abaday

Abstract

INTRODUCTION

The reading process is not simply a process where one identifies the vocal representation of graphic symbols. It is getting meaning from printed text, which is brought by a correct understanding and correct interpretation of the message. Nobody can achieve success along any line without knowing how to read. The earlier it is diagnosed and treated the decoding problem the earlier it is for the children to catch up.

METHODS

This is a descriptive qualitative research design, which aims to develop a good classroom-based program/instruction to enhance the sound and symbol relationship and to uplift skills in reading among Grade I pupils at As-is Elementary School. The researchers use a stratified sampling method with direct observation as a tool. A retrospective interview follows direct observation in order to validate and confirm the responses given by the research participants.

RESULTS

The focus group discussion gather significant input on the type of action research wherein we determine that different factors also hinder the total development of the reading skills of Grade I pupils at As-is Elementary School like Follow-up assistance at home shows a great manifestation on the study habits of the pupils; materials gave must be suited to the age level of pupils and readiness of the pupils to learn and enjoy their reading lessons every day. Mastery of phonemes and sounds are badly needed in order to read.

DISCUSSIONS

Reading is a means of gaining access to various areas of knowledge. Reading disabilities have a variety of causes- neurological dysfunction or inefficiency, physical and emotional problems, family background and educational difficulties. Teachers need the best possible instructional tool. A systematic phonics program should cover all major sound/symbol relationships including consonants, blends, short and long vowels, diagraph, diphthongs and variant sound-symbol relationship. All of these will be more effective when combined with plenty of practice and application through the reading and writing of words that enable them to read and learn.

KEYWORDS: stratified, retrospective, validate, systematic, application

SUBMISSION ID: R04A-BATANP-0637

Development of a Multimedia Courseware on Pre- Mathematics Skills for Kindergarten Pupils with Autism

Ervin Salupare, Department of Education

Abstract

INTRODUCTION

Autism refers to a condition characterized by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, stereotyped behavior, interests, and activities, On the other hand, they are visual learners with good visual processing skills and detail focused processing skills. Teachers are faced with the challenge of innovative approaches that would be appropriate to address their learning characteristics. Thus, the unique characteristics of pupils with autism come to be one of the considerations in this research pursuit of developing multimedia courseware. Moreover, the researcher was driven by the determination to address the insufficiency of materials for them. Likewise, it helps them attain a good pre-mathematics skills foundation.

METHODS

The study made use of descriptive- developmental research design. The researcher utilized a descriptive method in identifying the content of the multimedia courseware, the current level of kindergarten ten purposively selected pupils with autism on the Kindergarten level in terms of pre-mathematics, computer skills and the design considerations for the multimedia courseware. It was considered to be developmental since multimedia courseware for pupils with autism was developed, evaluated and tried-out using an improved version of the Analysis-Design- Development-Implementation-Evaluation (ADDIE) Model.

RESULTS

Findings revealed the following; that much of the pre-mathematics skills should need to be worked on among pupils with autism. And that all the pre-mathematics skills from the curriculum were the content of the multimedia courseware; the autism"~s characteristics, previous studies on courseware development and suggestions from experts were necessary to design and develop a multimedia courseware; the multimedia courseware was highly acceptable as a supplementary material and that its try out had shown improved learning behaviors among pupils with autism.

DISCUSSIONS

With the given findings, this study concludes that: A complete multimedia courseware is needed by special education teachers. Also, multimedia courseware could be designed, developed and finalized through triangulation of information from autism's characteristics, previous researches, experts' evaluation and actually try out. Given the scope of the study and the process it went through, the following recommendations are proposed: 1) the courseware developed to be evaluated further for the enhancement of content and design. 2) A similar study is conducted with more participants and those with other exceptionalities. 3) Multimedia courseware that covers other subjects or learning competencies be developed.

KEYWORDS: Multimedia, Courseware, Pupils with Autism

SUBMISSION ID: R04A-LIPAC1-0012

Development of a School-Based Activity in Building Pupils' Genuine Love for Reading Through

Annabelle Casuco

Abstract

INTRODUCTION

Reading means obtaining information from devices. It is considered a fun and enjoying a program that has everything students need to become a fluent reader for life. The Department of Education (Department of Education) issues the enclosed Guidelines on the Utilization of the 2017 Every Child a Reader Program (ECARP) Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component. The Program aims to develop in Filipino children the literacy and numeracy skills, and attitudes, which will contribute to lifelong learning. With this, San Gregorio Elementary School, which caters twenty-one grade, one pupil, believe that reading program involvement in class will help a lot in their reading progress.

METHODS

An interview, meeting, and program regarding reading were prepared and confirmed to pursue that the project will not be delayed. This action research also identifies the extent of the attitude of pupils. Hundred percent of the total population was used as a subject of research. And based on the data gathered, the researchers found out that lack of interest in reading was a factor that's why pupils were not yet developed their love of reading. Furthermore, the researchers did something to make the problem resolved and improve pupils reading capability.

RESULTS

Based on the research 10 out of 21 or 48% of the pupils in grade one loved to read books using cartoon characters for they were admired in watching them. With the help of this program, 5 or 24% of the pupils developed a love of reading and 3 or 14% were enhanced using word clues, puzzles the same thing with the pupils loved to read big books got 3 or 14%. Through parents were also had great help in the reading progression of every child because parents were diligent in-home follow up through assignments given and also they try to look even a short time to guide their children. Parents in San Gregorio Elementary School also believed that this stage was a foundation stage for every pupil.

DISCUSSIONS

This research intended for the involvement reading progress of grade one pupils in SGES. Several plans and programs were utilized for the development of reading readiness as well as the love of reading may develop for each and every one of the pupils. Various reading materials and activities were prepared for them. Reading Corner served as an entertaining area for reading that enhances them to read. Students' Portfolios in Reading and Phil IRI results were the evidence used to tabulate their progress in reading.

KEYWORDS: genuine, development, reading

SUBMISSION ID: R04A-BATANP-0421

Development of a Web-Based Registration and Computerized Enrollment System for Taal Senior High School

Elizalde L. Piol, Department of Education, Teacher

(Adviser: Elizalde Piol)

Abstract

INTRODUCTION
The Web-Based Registration and Computerized Enrollment System for Taal Senior High School were proposed in auxiliary of the existing Manual Enrollment System of the school for it to have an organized flow of transaction and an ease of work especially to the administrators of Taal Senior High School. The study is focused on how the existing system performs throughout the student registrations and enrollment.

METHODS
The study applied the descriptive and developmental methods of research. The descriptive method is used in documentary analysis and administration of a survey using a structured questionnaire which was made based on the ISO /IEC 9126 strand. Whereas, the developmental research method was used to build the system. The respondents of the study were captured from the Taal Senior High School, were identified using a random sampling method.

RESULTS
The developed system is designed to retrieve and track the data in a faster, easier and safe way by storing file data of the student enrollees inside a database which will lessen the effort of the school registrar.
These details here could be seen in a second without having to worry that the single data lost. It has also functionality that can access through the internet that makes students easily view and provide information. The developed system concentrates gathered enrollment data from students which contain and indicates the student records like basic information, contacts, and address. This will serve as a registration form document done through an online and offline computerized form that can allow students and staff access and view easily. It will provide enrollment history every transaction for every student that will be managed in an easy way without having to worry that the single data lost.

DISCUSSIONS
Development of A Web-Based Registration and Computerized Enrolment System for Taal Senior High School comprises a computerized registration and enrollment form which provides ease to students and better safekeeping and maintenance of data in a reliable database. It allows enrollees to fill up the form and submit. It permits the administrator or school registrar to collect and retrieve student's information. It can severely minimize the amount of effort exerted by the registrar required for multiple enrollees. It also permits enrollees to view whether their information has been submitted. The result shows that the system acceptable in terms of functionality, efficiency, reliability, usability, maintainability, and portability.

KEYWORDS: web-based, enrollment, ICT, innovation

SUBMISSION ID: R04A-BATANP-1225

Development of Academic Counseling Program in Mathematics for Grade Six Pupils at Tilambo Elementary School

Analyn Santiago & Loreta Hermidilla, Department of Education

Abstract

INTRODUCTION
In every school setting, students are perpetually in search of academic success, the success of the academic performance is their ultimate goal. It can be expressed in the form of good scores and prizes as a result of hard work and exceptional performance in classroom tests, assignments, and examinations. The issue of poor academic performance of grade six pupils in Mathematics at Tilambo Elementary School has been of much concern to teachers. The problem is so much that it has led to the widely acclaimed fallen standard of education. If quality education depends on the effect of the teaching, learning process, therefore, study habits are important factors that will be needed to upgrade the academic performance of the pupils.

METHODS
The research design used in this study was a descriptive study. It is going to ascertain the study habits should the pupils develop to improve their academic performance in Mathematics. However, it is carefully observed and recorded information as it naturally occurred at the time the study was conducted. A questionnaire was prepared, validated, distributed, tallied and interpreted to identify the study habits manifested by the grade six pupils to determine the extent of importance to the academic performance in Mathematics. The design of the research compendium followed three phases namely the input, process, and output.

RESULTS
As a teacher, we always heard the phrase two heads are better than one. Well, this can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other students and yourselves to internalize the subject matter. Effective students use study groups effectively. However, the attitudes of grade six pupils on study habits vary. Most of the learners believed that listening is one of the best attitudes that one student has to have a better study habits. Recognize that in order to succeed you need to make decisions about your priorities your time and your resources.

DISCUSSIONS
The results demonstrated that to improve the pupil's performance in Mathematics subject really requires to establish study habits and develop positive attitudes in understanding Mathematical concepts and to enhance awareness on the importance of Mathematics instruction in one's daily life.

KEYWORDS: development, academic counseling, program

SUBMISSION ID: R04A-BATANP-0953

Development of Achievement Test in Filipino 8

Mercy Abuloc, Department of Education, Tagbina National High School

Abstract

INTRODUCTION

The study was conducted to develop and validate an achievement test in Filipino 8 based on the competencies in the K-to-12 Curriculum Guide. The target subject focused on grammar and literature in the Philippines.

METHODS

Table of the specification was formulated as a guide in making the test items. The researcher was able to formulate a 151-item test which was validated by the adviser and the set of experts. After the validation, different stages of testing were done. A pilot test was given to Grade 9 students. This was the same as the first trial run that resulted in a final set of tests composed of 74 items. The 74-item test was used and conducted to 245 students in Grade 8 for the second trial run and test pre-test. The test conducted was the basis of determining the reliability of the test.

RESULTS

The results showed that 74 items were valid and reliable by the use of statistical treatment of test re-test reliability coefficient which has r.- 0.968 value. This showed excellent reliability of the test. Furthermore, the study proved that the constructed achievement test was accurate for Grade 8 learners.

DISCUSSIONS

The results showed that the test items constructed are fit for administration to the grade 8 students in Filipino. The division or district heads may use the constructed test for the division or district unified test or achievement test.

KEYWORDS: Achievement Test, Filipino 8, Validity, Reliability

Development of Activity Instructional Materials in Teaching Mapeh Arts for Grade Five Pupils: It's Acceptability

Andrea Lim

Abstract

INTRODUCTION

Instructional materials play an important role in ensuring the effectiveness of teaching and learning activities. Workbook and worksheets are one of the important materials for achieving the goals of educational activities. It is a kind of printed instructional materials that is prepared and frequently used by teachers in order to help students to gain knowledge, skills, and values by providing and developing helpful workbook for them especially in teaching MAPEH- Arts.

METHODS

The study utilized the descriptive methods of research. According to Shuttleworth (2008), the descriptive research design is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way. In this case, the acceptability of the developed instructional activity sheets will be assessed by means of describing different criteria to come up with a description of the material being evaluated, and thus the descriptive method is the most preferred method in this particular study.

RESULTS

The extent of utilization of instructional materials in teaching MAPEH-Arts for Grade 5 pupils is much utilized with an overall weighted mean of 3.83. There is a significant difference between the academic achievement of Grade 5 pupils in their pre-test and post-test results before and after using the activity instructional materials.

DISCUSSIONS

The results were drawn based on the data gathered. The extent of utilization of instructional materials in teaching MAPEH-Arts for Grade 5 was much utilized and the instructional workbook was acceptable.

KEYWORDS: ASSESSMENT INNOVATIONS, ACTIVITY INSTRUCTIONAL MATERIALS, ACTIVITY SHEETS, WORKBOOK IN ARTS

SUBMISSION ID: R001-PANGA2-0002

Development of Behavior Modification Teacher's Guide for Intermediate Pupils

Mariane Pabalan, Department of Education

Abstract

INTRODUCTION
This study aimed to identify the common behavior problems of intermediate pupils in a public school and determine the common intervention strategies and practices that their teachers used in dealing and handling classroom misbehavior which served as the basis in the development of a teacher's guide in modifying misbehavior of the participants.

METHODS
The researcher made use of the descriptive-survey method of research to determine the participant's behavior problems and the respondent's behavior management strategies that eventually directed the researcher in developing a teacher's guide on behavior modification. The study employed the survey questionnaires, and made use of a checklist and used it as a tool in gathering and collecting the needed data and information. It utilized percentage distribution, frequency, weighted mean an average of the weighted mean as statistical tools to analyze the results. There were 250 intermediate pupils as participants and nine intermediate teachers in a public school as respondents.

RESULTS
Based on the analysis and interpretation of the results, findings were revealed: (1) there were five most common behavioral problems manifested by these pupils which include cheating, disrespectful, fighting, troublemaking, and the disengaged or the lack of interest.;
(2) for dealing with the behavior problems intervention such as created a lesson out of the behavior; recognize appropriate behavior by thanking the students or recognize them for behaving; moving the misbehave pupils to sit another seat; review the rules and regulations, and give rewards to behave pupils were practice always by the teacher-respondents. The findings of the study for the first objective revealed that 27% were cheaters; 21% were disrespectful; 19% fights with classmates, 18% creates troubles, 15% were disengaged and unfriendly.

DISCUSSIONS
The researcher offers the following recommendations: the conduct of misbehavior assessment; effective classroom management techniques must be determined; the developed teacher's guide must be used to help the pupils in managing their own behavior problems; the establishment of a student handbook; the behavior modification teacher's guide should be tried out to pupils in other grade levels to ascertain its effectiveness in modifying behavior problems; and further studies using experimental and case study methods may be conducted to evaluate intensively the effectiveness of the developed teacher's guide,

Development of Classroom - Based ICT in Teaching Science among Grade Three Pupils at Sta. Clara Elementary School

Marites Rocero, School SBM Coordinator, School ICT & Eric R. De Luna, School Math Coordinator

Abstract

INTRODUCTION

The use of Information and Communication Technology (ICT) in the classroom is very important for providing the student's opportunities to learn to operate in an information age. The topic of the researchers focused on the development of classroom-based ICT in teaching Science in Grade Three at Sta. Clara Elementary School. Retention of the pupils lasts long if they see pictures, images, videos and powerpoint presentations by the teachers on teaching their lesson. There is evidence that the use of Information and Communication Technology (ICT) will help the teachers teach their lessons effectively in all subjects specifically Science.

METHODS

This presents the description of the research design, the population, and sampling of the study, research instruments, data collection, research procedure, and the statistical treatment of data. The researchers used a descriptive survey which involves three parts: a. the perception of the teacher's respondents about the use of Information and Communication Technology (ICT); Their perception about the advantages of ICT in teaching; and the proposed instructional tool in teaching Science. The respondents were given 5 questions under each indicator. Mean and percentage of the data as statistical treatment were used to analyze and interpret the results of the study.

RESULTS

Information and Communication Technology (ICT) as instructional material for teaching Science is the best tool according to the teachers. It helps the learners improve their achievement level in Sta. Clara Elementary School. The use of ICT develops a positive attitude in both teachers and learners as they embrace the world of change and challenges, the use of ICT especially in teaching Science is a great help in developing the young minds of the learners.

DISCUSSIONS

It is strongly believed that the use of ICT as an instructional material in teaching Science is the best-proposed techniques perceived by the respondents. According to them, the use of the traditional method in teaching would no longer advisable for learners nowadays particularly in teaching Science as indicated in the results of the study. The designed and modified technology would be the best tool as it obtained a total of 100% of the total population of the respondents.

KEYWORDS: ICT, descriptive, instructional tool

SUBMISSION ID: R04A-BATANP-1433

**Development of classroom Activities in Improving the Spelling Skills of
Grade II Pupils of Muzon Elementary School**

Nancy Andal, Muzon Elementary School

Abstract

INTRODUCTION

English has its own unique orthographic rules and system, which challenge even those whose first language uses a version of the Roman Alphabet.Pupils and teachers often complain about not finding any reliable rule for English orthography.In fact, English has a very systematic set of sound-spelling correspondence.These sound-spelling correspondence low English teachers to combine the teaching of phonetic units with graphemic units.After having been taught the mentioned combination.It is often up to the pupils to master this spelling system.In the course of their learning.We as teachers, witness some inconsistencies or simply put, some spelling errors in their written work, However, these errors are a sign of learning along the road toward improvement

After the presentation of new words, most often teachers expect immediate mastery on the pupil's part. Teachers often measure their learner's spelling ability by dictating words and sentences from textbooks. Teachers repeat words and sentences as many times as possible at a low speed to make sure that the pupils have written them down. Spelling as a fundamental skill should every child needs to learn in order to successfully write the English language.

METHODS

A multiple methods design was used. Using a Test - Study Test Method, a word study session and write - say method. I focused on may grade 2 pupils 55% of 67 enrollees have below the mean during our spelling period. Research on traditional issues in teaching spelling continues unabated (size of the word list, the time between practice and test immediacy of feedback, as well as investigation in innovative approaches (computers and group instruction) with data collected through quantitative analysis of the use of the innovations at individual teaching.

RESULTS

Many pupils who participated in our spelling bee contest and during our pre-test before our English lesson start having difficulty to spell words correctly. It was found out by the researches that grade II pupils have the highest misspelled words. So some interventions, innovations, and strategies have been made by the researches.

DISCUSSIONS

The following 5- step word study can help a child learn how to spell a word correctly 1. look at the word 2. Say the word out loud 3. Spell the word say each letter out loud or to yourself 4. Write the word several times. Using your memory. Write the word 5. Check the spelling of your words written from memory. If you misspell a word repeat the process and begin with Step 1.

KEYWORDS: dictation, spelling errors

Development of Computer Courseware in Mathematics 3 Using Tagalog as Medium of Instructrion

Kennet De Manuel, San Gabriel II ES, GMA, Cavite

Abstract

INTRODUCTION
This study aims to develop a Computer Courseware in Mathematics 3 using Tagalog as Medium of Instruction. In this fast-changing world, the utilization of different instructional materials is a necessity. Developing courseware using Tagalog as a medium can primarily help the Filipino children understand and learn difficult lessons especially in Mathematics 3. As one of the most important subject masteries in basic Mathematics must be developed. The module was designed and based on the skills development which is essential for the learning process.

METHODS
This study adopted the ADDIE Model. The ADDIE Model is a generic process traditionally used by the instructional designers and training developers. The ADDIE is at very core instructional design and is the basis of instructional system design (ISD). The initial phase of the development of the Computer Courseware focuses on the design and coding program. This computer courseware in Mathematics using Tagalog as Medium of Instruction will be used as an aid to promoting learning in the classroom using the innovative style of learning.

RESULTS
Based on the results and evaluation, The Computer Courseware in Mathematics 3 using Tagalog as a medium of instruction was successfully developed using Powerpoint, Visual Basic, Adobe Photoshop and Adobe Premiere CC. The Computer Courseware for Mathematics 3 using Tagalog as Medium of Instruction was highly acceptable/labis na tanggap-tanggap in terms of Instructional content/Nilalamang pampagtuturo, graphics/multimedia /grapiko/multimedia, layout/kayarian, technical aspects/teknikal na aspekto, accessibility and flexibility/ kakayang umangkop/kaangkupan.

DISCUSSIONS
The interactive courseware in Mathematics 3 using Tagalog as Medium of Instruction was specifically designed to develop basic knowledge and skills using a computer in learning Mathematics 3. Furthermore, the courseware has enhanced the teaching-learning process by instilling in the pupil the capability to work on their own, with fun and in the easiest way. Its content was based on the Teacher's Guide and Learner's Material of K-12 curriculum. It covers 28 lessons from the first grading coverage of the lesson. To further enrich the pupil's comprehension and skills, the courseware in Mathematics contains topics with quizzes with immediate feedback, which aims to evaluate or test the pupil's cognitive knowledge acquired after each lesson.

KEYWORDS: courseware, cmputer-aided instructions,model,ADDIE, multimedia

Development of Contextualized Learners Materials in Inquiry, Investigation and Immersion (III)

Elizabeth Montano

Abstract

INTRODUCTION

Research subjects are always regarded as one of the most difficult courses to teach and learn. This is because teachers and students are not accustomed to doing research or perhaps they have the preconceived notion that research is only for intelligent people and is difficult. However, the introduction of the new curriculum through the creation of RA 10533 or otherwise known as the Enhanced Basic Education Act of 2013, the inclusion of research subjects in the curriculum becomes imperative and conducting research or similar undertakings in high school is inevitable. The purpose of this paper is to evaluate the developed contextualized learners' materials in Inquiry, Investigation, and Immersion (III), focus on all competencies in a way to address the problems of deficiency in instructional materials.

METHODS

A descriptive method of research was used in the development of contextualized learners' materials (CLMs).

RESULTS

Findings revealed that the developed CLMs got a 97% rating using the LRMDS validation tool. During the pilot testing, the use of CLMs in educational institutions has the potential not only to improve education, but it enhances students' reading skills and empowers people and galvanize the effort to achieve the human development goals for the country.

DISCUSSIONS

Since the developed CLMs underwent evaluation of experts, the researchers found out its usefulness to SHS of SDO Calamba City. From the above, the researchers concluded that it made a significant change in teaching and learning. In the new paradigm of learning, the role of students is more important than teachers.

KEYWORDS: Development, Utilization, teaching learning

SUBMISSION ID: R04A-CALAMB-0070

Development of Contextualized Learning Module of English Proficiency Improvement Program (EPIP) in Grade 11, S.Y. 2017-2018

Virginia Papas, Camp Vicente Lim Integrated School & Larra Marie Bernardo, Kapayapaan Integrated School

Abstract

INTRODUCTION
English is the secondary language to the Filipinos and more than three-fourths of the population speaks English or knows a little English. Therefore, knowledge and mastery of language are important for students in order to communicate their thoughts and ideas. Knowledge in English is definitely important to all students. They will get advantages if they master English of their expertise. Based on the identified problems, this study mainly focused on the development of contextualized English learning materials for Grade 11 students in the school year 2017-2018. The developed materials are in the form of course books. The materials were based on the National Achievement Test Questionnaires in English. The module should be designed based on the students' needs in order to support the English learning process.

METHODS
The data used by the researchers in the conduct of this descriptive research were based on the examination results of 80 Grade 11 students both Pre-test and Post-test. Here, the least learned competencies will be the basis of the researchers to come up with a contextualized learning material in English particularly in learning the three parts of this program such as structure, vocabulary and reading comprehension.

RESULTS
Results revealed that the majority of the respondents obtained fairly satisfactory grades of 75 -79 in the structure of English, vocabulary, and reading comprehension based on the pre-test conducted. In addition, most of the students obtained very satisfactory grades of 85 to 89 based on the post-test given in the structure of English, vocabulary, and reading comprehension. Moreover, there was a significant difference in the level of the English proficiency of the students in terms of the structure of English, vocabulary, and reading comprehension when the results of the pre-test and post-test were statistically treated.

DISCUSSIONS
Based on the results, the researchers recommended that the Calamba City Division may allocate funds for the production and utilization of the contextualized activities developed by the researchers; the English teachers may continue to use varied instructional materials and even use the contextualized English materials developed by the researchers; and a follow - up study may be done by the researchers and future researchers concerning other aspects/areas in the study of English to help the students become fully proficient in the English language.

KEYWORDS: Contextualized learning module, English proficiency improvement program, intervention

Development of Diagnostic Test in Science among Grade Six Pupils: Input to Propose Remedial Activity

Maria Dina Goot, Jose C. Pastor Memorial Elementary School

Abstract

INTRODUCTION

The teacher in the classroom gives a variety of tests in order to measure the pupils' strengths and weaknesses. The least mastered skills are identified to give proper interventions, just like a doctor giving a proper prescription to his patient in order to get well.

The set-up of gaining low performance in the NAT and periodical tests in Science prompted the researcher to do this action research because she believes that developing a diagnostic test in Science would help to evaluate the skills their pupils are poor at. Having diagnosed their least mastered skills, the teacher will start from here, thus giving interventions like the worksheet which will be an output of this research.

METHODS

The researcher used the descriptive method of research. This helped her gather important facts regarding the overall presentation of the study. The study used a diagnostic test, a researcher-made instrument, to measure the skills in Science pupils learned in the previous grade. It focused only on 38 grade six pupils and only assessed their Science abilities through a developed diagnostic test. By using predetermined sets of questions, the questionnaires were answered based on the priority of concern.

RESULTS

Based on the result, the majority of the respondents belong to developing when it comes to performance in the diagnostic test. It ranked one while those who belong to approaching proficiency ranked two. Most of them have average Science skills and knowledge acquired from their science lessons during grade Five. There are eight pupils that belong to the beginning level, which needs constant remediation from the teachers, families, and peers. It also noticeable that only one belongs to the proficient level. Though the result was quite acceptable, the researcher believes that the Science ability of the respondents could have been improved through the giving of reinforcement activities for continuous learning.

DISCUSSIONS

It showed that the relationship between Science foundation subject and level of performance in the diagnostic test is significant. The study revealed that the result of the diagnostic test is a good indicator of pupils learning in Science in their previous grade. The instrument or the questionnaire used was found to be significant also to the performance of pupils' learning.

The worksheet which is the output of this study aims to help pupils in gaining necessary skills in science.

KEYWORDS: Diagnostic test, testing, remedial instruction, Science foundation, worksheet

Development of Electronic Record System of Sarah Jane Ferrer High School

Michele Cayetano, Teacher I

Abstract

INTRODUCTION

Sarah Jane Ferrer High School requires a record management system because of the increasing number of records and reports that needed to be generated daily. Accomplishing numerous requests of F137 on time is very challenging, too. Some school records are also lost, misplaced or misfiled. Papers and documents require a lot of space as well. The researcher, aside from being in charge of records, also handles classes, so, keeping the files and records of the school is really a tedious task. It is for these reasons that the researcher would like to improve the management of school records and reports through the development of an electronic record system that will file, retrieve and generate school reports and records to serve best its clientele.

METHODS

Fifteen respondents participated in this study which consisted of Sarah Jane Ferrer High School faculty members who were identified using a total enumeration. Questionnaires, observation sheets, and informal interview guides were the instruments used. The descriptive- survey research method was employed in this study and various statistical tools in data analysis were utilized including simple frequency count, percentage, ranking, weighted mean and Kendall's Test of Concordance.

RESULTS

As a result of the study, the respondents had a significant agreement on the ten problems encountered in the manual system of SJFHS. Consequently, they ranked the problems encountered in the manual system and resolved upon using the new e-Record System where first was the storage of records and time spent on recording, updating and retrieving of records while at the bottom list was the destruction of records caused by termites, flood or storm. In addition, the hardware, software, information requirements, and features were identified in the development of the e-Record System. Lastly, the respondents were highly satisfied in terms of accuracy, reliability, data management, and security of the e-Record System.

DISCUSSIONS

The e-Record System is recommended to the Department of Education intended to be used by SJFHS. Non-teaching personnel may be hired to manage the filing and storing of students' records for the enhancement of its services. The ICT Coordinator may assist the In-charge of records and teachers to manage and maintain the e-Record System. A deployment plan for the implementation of e- Record System may be provided. Future studies may be undertaken through integrating the web-based mobile application of the e-Record System.

KEYWORDS: Electronic Record System, development

SUBMISSION ID: R005-CAMNOR-0005

Development of Enhancement Program in Correlation between Philosophical and Instructional Orientation of Selected Teachers in Padre Burgos District

Nemesia Ritardo, Yawe Elementary School, Principal II

Abstract

INTRODUCTION
This study pertains to the philosophical orientation and level of instructional teaching competence of teachers in Padre Burgos District, Province of Quezon. Philosophical orientation includes essentialism, perennialism, progressivism, existentialism, and behaviorism while instructional teaching competencies constitute instructional delivery, classroom management, formative assessment, and personal competencies thereby become the basis in developing an intervention program.

METHODS
A descriptive method of research was used to gather the needed information. The respondents were 100 teachers from different schools in the district of Padre Burgos, Quezon. To attain the Objective, weighted mean and Pearson - r was used to determine the significant correlation the philosophical orientation of teachers and its influence on their level of instruction competence.

RESULTS
This part of the study presents a summary of the findings. (1.) The philosophical orientation as highly observed essentialism and perennialism, garnering a weighted mean value of 3.34, 3.80 respectively while on the other hand, the philosophical orientation in terms of progressivism, existentialism, and behaviorism are totally observed with a computed mean value of 3.25, 3.22, and 3.12 respectively. (2.) The philosophical orientation of the teachers is no significant difference in terms of essentialism with a computed t-value of 0.05, perennials with a computed t-value of 1.35, progressivism garnering a computed t- value of -2.14, and behaviorism with a computed t-value of -2.25. While significant in terms of existentialism

DISCUSSIONS
Findings revealed (1.) that there is highly observe the philosophical orientation of the teachers in terms of essentialism and perrenialism, progressivism, existentialism and behaviorism are observed only. (2) It is also found out that there is no significant difference to the philosophical orientation of teachers in terms of essentialisms, perennialisms, progressivisms, and behaviorisms, while, significant in terms of existentialism. (3) There is evident instructional teaching competence of the teachers in terms of instructional delivery while in terms of classroom management, formative assessment, and personal competencies are highly evident. (4) It is also found out that there is no significant difference in the assessment of the principals and teachers as to instructional teaching competence in terms of instructional delivery.

SUBMISSION ID: R04A-QUEZON-0384

Development of Instructional Learning Materials in Algebra for Grade Nine Students in Division of Batangas City

Camille Joy Robinson, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION
Mathematics is a subject that is constantly avoided by students. They find it hard to deal with the abstractness of algebra. They perceive the subject to be of little application in their daily lives. They believe that they only need the concept of simple arithmetic. Each approach that a teacher chooses should be guided by the principles of teaching-learning to impart concepts properly as to what should be learned, and why they should be learned. This affects the students' interests in the subject. The researcher considers developing instructional learning material in Algebra 9 in Division of Batangas City to concertize the subject among the learners' minds.

METHODS
This study aimed to propose instructional learning materials in Algebra for grade 9 students in the Division of Batangas City. This determined the curriculum guide of k to 12 given by the Department of Education. The instructional learning materials available in the school which can be utilized in teaching mathematics. It also covered the respondents' assessment of how frequent they are in using different instructional material in teaching Algebra in grade 9. This research was limited to the 20 mathematics teachers in Division.

RESULTS
The competencies regarding the relationship between the coefficient and the roots of a quadratic equation with 19 out of 20 respondents were considered first ranked based on what the teacher - respondents have agreed. The mathematics teachers sometimes used the identified instructional materials in teaching mathematics. Least in rank were the following difficulties and verbally interpreted as agreed: conceptualizing strategies in addressing students that fraction or use of division is almost the same in finding its quotient. There was a significant difference between pretest and posttest result which simply means that the instructional materials used were effective. The proposed instructional learning materials are computer software. It is relevant to the teaching and learning of mathematics because this material is diverse yet comprehensive.

DISCUSSIONS
The mathematics teachers sometimes used the identified instructional materials in teaching mathematics. The instructional learning material used by the teacher to the controlled group was significant and effective. The proposed instructional learning materials intended to enhance students' learning in mathematics are designed to make them gain greater interest in the subject.

KEYWORDS: Instructional Learning Materials, Difficulties in Mathematics, Algebra

SUBMISSION ID: R04A-BATANC-0038

Development of Instructional Materials in Carpentry

Dialord Mendoza

Abstract

INTRODUCTION

Technology and Livelihood Education is a field that promotes livelihood activities and improving the quality of life in community-related activities. It covers the application of technology in everyday lives. The Technology and Livelihood Education (TLE) teachers must be creative, by the way of using various methods, techniques, approaches, materials, strong stimuli, and by appealing to as many senses of the learners as possible. In order for teachers to enhance the technical skills and knowledge of students, they may use some instructional materials. As a teacher, the researcher aims to help the learner to be well developed. It includes the proper usage of instructional materials inlined with carpentry. It is in this view that the researcher conducted this study to create instructional materials that would be beneficial to teachers and the students as well.

METHODS

The study utilized the descriptive method of research. The descriptive method of research is a fact-finding study of the relationship between variables. It involves the collection of data in order to answer questions concerning the current status of the subject. It is also the most appropriate method used in this study since the questionnaire was the main instrument utilizes to determine the development of instructional materials in carpentry.

RESULTS

The study shows that using instructional materials in teaching carpentry is very important because it increases the student's eagerness to learn more about the subject. The computer- aided instructional materials will enhance the teaching of carpentry. The school should have up to date instructional materials to cope with the sophistication of the times. The appropriate instructional materials will be a big help and can foster learning and improve the student's knowledge, abilities and skills to monitor their assimilation of information and to contribute to their overall development.

DISCUSSIONS

The researcher comes up with the findings that the topic in carpentry that needs more instructional materials is the preparation and construction of tools and materials. The majority of the instructional materials used in carpentry should be relevant, appropriate and usually available and adequate. The students are more exposed to different instructional materials aside from the traditional visual aids or devices used by the teacher. The teacher should have instructional materials to foster learning. We as a teacher should consider important factors in constructing effective instructional materials.

KEYWORDS: INSTRUCTIONAL MATERIALS IN CARPENTRY

SUBMISSION ID: R04A-BATANC-0407

Development of Instructional Materials in Teaching Anglo-American Literature among Grade Nine Students in Rosario District Division of Batangas

Melinda Africa, Rosario National High School

Abstract

INTRODUCTION
Instructional materials influence behavioral change in promoting students 'academic performance. It contributes effective and permanent learning on students' part, teachers alone cannot provide it all. It requires more effort and hard work to transpose learning from one place to another. Most of the Schools in Rosario Districts were located in remote areas and internet connections were very slow. Some materials were not enough to suffice the needs of the students. In this study, the researcher assessed the appropriateness and availability of instructional materials in Teaching Anglo-American literature in a generation where technology invaded the world.

METHODS
The quantitative and descriptive methods of research through survey techniques were used. Thirty-two English teachers of Rosario Districts responded to a questionnaire, it was divided into three parts; the first part attainment of competency, second part appropriateness of instructional materials in each competency and third part availability of instructional materials.

RESULTS
The learning competencies in grammar, vocabulary development, viewing, listening, reading, writing and speaking in teaching Anglo- American literature were most often attained by the teachers. Instructional materials used in each competency were very much appropriate in teaching Anglo American literature. The availability of instructional materials revealed that projected materials such as VTR, OHP and LED projector were sometimes available in schools, LED Television among projected materials was available; multimedia such as film, video clip, and music were often available; graphic arts such as drawing, pictures, and charts were most often available while illustration and graphics were often available; printed materials such as textbooks, modules, and teacher's guides were most often available however; newspaper, magazine, duplicated materials handbook, workbook and leaflet are often available, pamphlet was sometimes available; display materials such as chalkboard, bulletin board, flat pictures, and realia were most often available lastly; audio-visual materials were often available except cassette recorder which was sometimes available.

DISCUSSIONS
The results demonstrated the need to provide projected materials and audio-visual rooms in schools. Students learn best when all their senses were captivated. Though leaflet and pamphlet were rarely used in teaching these should be kept or displayed in the library for future use.

KEYWORDS: Anglo-American literature, instructional materials, development

SUBMISSION ID: R04A-BATANP-0184

Development of Localized Competencies in Work Immersion of Padre Garcia National High School: An Action Research

Richelle Dalisay, Department of Education, District of Padre Garcia, Padre Garcia National High School

Abstract

INTRODUCTION
Instructional materials influence behavioral change in promoting students 'academic performance. It contributes effective and permanent learning on students' part, teachers alone cannot provide it all. It requires more effort and hard work to transpose learning from one place to another. Most of the Schools in Rosario Districts were located in remote areas and internet connections were very slow. Some materials were not enough to suffice the needs of the students. In this study, the researcher assessed the appropriateness and availability of instructional materials in Teaching Anglo-American literature in a generation where technology invaded the world.

METHODS
The quantitative and descriptive methods of research through survey techniques were used. Thirty-two English teachers of Rosario Districts responded to a questionnaire, it was divided into three parts; first part attainment of competency, second part appropriateness of instructional materials in each competency and third part availability of instructional materials.

RESULTS
The learning competencies in grammar, vocabulary development, viewing, listening, reading, writing and speaking in teaching Anglo- American literature were most often attained by the teachers. Instructional materials used in each competency were very much appropriate in teaching Anglo American literature. The availability of instructional materials revealed that projected materials such as VTR, OHP and LED projector were sometimes available in schools, LED Television among projected materials was available; multimedia such as film, video clip, and music were often available; graphic arts such as drawing, pictures, and charts were most often available while illustration and graphics were often available; printed materials such as textbooks, modules, and teacher's guides were most often available however; newspaper, magazine, duplicated materials handbook, workbook and leaflet are often available, pamphlet was sometimes available; display materials such as chalkboard, bulletin board, flat pictures, and realia were most often available lastly; audio-visual materials were often available except cassette recorder which was sometimes available.

DISCUSSIONS
The results demonstrated the need to provide projected materials and audio-visual rooms in schools. Students learn best when all their senses were captivated. Though leaflet and pamphlet were rarely used in teaching these should be kept or displayed in the library for future use.

KEYWORDS: Work Immersion, competencies, Senior High School

SUBMISSION ID: R04A-BATANP-0152

Development of Localized Rubric for Science Laboratory Activities in Public Secondary Schools

Anabel A. Calaor, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION
Assessing the level of performance of students plays an indispensable role in the teaching and learning process. In every laboratory activity, evaluating the competency level of students predominantly in the science process skills i.e. inferring, predicting, controlling variables, interpreting data, drawing conclusions, and generalization is necessary to determine the skill in which they excel or needs further enrichment. While the majority of the laboratory activities follow a set of standard procedures and instruction, still these activities vary in scope, difficulty, and context. Thus, the availability and efficiency of laboratories pose another issue in the conduct of activities. This, in turn, affects the preparation of rubrics as it stipulates a more complete, flexible, and encompassing tool to be developed that may rigorous and tedious for teachers to do.

METHODS
The study made use of purposive sampling method and a descriptive research design.

RESULTS
In this study, it was found out that the respondents are aware and unanimous toward the function and importance of using rubrics in assessing the students' level of performance: provide the list of specific criteria for scoring/grading science laboratory activities; provide means for giving specific feedback on which aspect of learners need to improve; provide explicit guidelines for the students regarding teacher's expectations; allow teachers to save time, effort and other resources in creating customized rubrics/searching for downloadable assessment tools for science laboratory activities; and Stimulate motivation among students through a clear, achievable presentation on how their performance will be assessed against each standard/criterion.

DISCUSSIONS
Moreover, it was found out on the study that there were considerable number of constraints met in the conduct of laboratory activities: lack of available laboratory apparatuses/chemicals needed in experimentation; lack of safety equipment like eyewash and shower in the laboratory; insufficient time to finish the activity; insufficient ventilation of laboratory room; lack of access to resources such as internet and substantial books needed in developing rubrics; and lack of available science laboratory. It is recommended that the development of a more authentic and localized rubric must be conducted to respond to these concerns and elevate students' competency that directly addresses the concern of developing the five science process skills.

KEYWORDS: Localized Rubric, Science Laboratory Activities

SUBMISSION ID: R04A-BATANC-0401

Development of Mathematical Skills in Algebra among Taal National High School Learners

Katrina Mae Atienza, Taal National High School

Abstract

INTRODUCTION

The development of mathematical reasoning is the goal of K - 12 Education in the US and other countries for it is an important skill for employment, the performance of schools in all levels, the kind of teacher quality and its knowing output became a national priority in addressing the quality of education learners receive. Low achievements in many areas are now a concern for all academic and government institutions. Therefore, revisiting how the way students learned and the way students' achievement was performed is an effort worthwhile to consider. It is in this situation that the researcher decided to conduct a study to determine the development of mathematical skills of junior high school learners at Taal National High School for the school year 2017 - 2018. The researcher is also convinced that once the research is conducted to this effect, its result would bring about fresh knowledge and new theories that may enhance teachers' competence in teaching Mathematics and improve students' performance.

METHODS

The researcher employed the descriptive method of research in this study. The respondents of the study were 50 junior high school learners and 13 teachers from Taal National High School, Junior High School Department. The statistical tools applied in the treatment of the data were percentage, ranking, weighted mean, and correlation.

RESULTS

Significant Effect of the Mathematical Skills Development among Learners to Their Academic Performance in Algebra

The learners' academic performance in Algebra was not significantly affected by the extent of Mathematical skills development among them as evidenced by the computed correlation (Cr) of 0.747 which did not exceed the tabular value of 0.798 at the 0.05 level of significance using 4 degrees of freedom, hence, the posited null hypothesis on the areas of relationship was accepted.

DISCUSSIONS

1. The teachers should be encouraged to focus more on improving mathematical skills development through the enhancement of their teaching methods. The teachers should provide varied activities that will enhance the learners' mathematical skills. The teachers and school heads should join hands in developing more effective teaching methods and strategies that would be helpful in improving learners' performance. A similar study is recommended to be conducted with considerations of teachers' teaching performance in Mathematics as additional variables.

KEYWORDS: development, mathematical skills, algebra, learners

SUBMISSION ID: R04A-BATANP-1475

Development of Proposed Plan of Action in Enhancing Grade Six Pupils Reading Ability in Sto. Tomas North Central School

Charity G. Aquino, Oliva P. Regalado, & Vivian C. Bolante, Sto.Tomas North Central School

Abstract

INTRODUCTION
Reading is one of the four important language skills that should be mastered by students. It is one of the ways to getting the knowledge that cannot be separated from every learning process and it does not only happen in the educational field but also in our daily lives. For getting knowledge and information, people read books, magazines, newspapers, advertisements and etc. It is also a source of learning and enjoyment. The purpose of this study is to examine and finds ways on how to decrease the struggling readers in Filipino to average readers of Grade 6 pupils of Sto. Tomas North Central School. It was the intent of this study to investigate the reading of Grade 6 pupils struggling readers and how it has been actually implemented in school during the period of 2 months.

METHODS
This research employed a descriptive method since it used the data of Oral Reading Test in Filipino for the S.Y. 2017-2018. The participants of this research were the Grade 6 pupils of Sto. Tomas North Central School, Section Yakal, Molave, Acacia, Mahogany, Kamagong, Katmon and Tindalo and the two Filipino teachers in Grade 6. To answer the Action Research Question, the researchers conducted a Pre Oral Reading Test and informally interviewed the Grade 6 Filipino teachers. Pupils undergo a Pre -oral A Pre-Oral Reading such as "Teacher Ko, Tutor Ko", "Little Big Brother", and Each One, Teach One ``The teacher also conducted remedial teaching during Dear time and conducted home visitation to follow -up pupils' performance in reading while at home.

RESULTS
It can be gleaned from the study that out of 436 Grade 6 pupils, there were 24 pupils who were struggling readers which comprised 5.50% of its total enrollment. These 24 pupils undergone different reading intervention and as a result, out of 24 struggling readers, 18 pupils were improved their reading level to Average. It means that with the intervention done by the Grade six teachers, there was an improvement in pupils' reading level.

DISCUSSIONS
From the data gathered ,It can be concluded that the intervention done in this study such as "Teacher Ko, Tutor Ko", "Little Big Brother", and Each One, Teach One", remedial teaching during Dear time and home visitation were very effective to uplift learner's capacity to learn, especially in reading.

KEYWORDS: reading ability, intervention,struggling reader, average reader

Development of Proposed Responsible Gadget Users Guidelines at Mabini Central School

Liwanag Manalo, Mabini Central School

Abstract

INTRODUCTION

In school, pupils encountered different problems in gadget utilization. They experienced fond of playing digital games, selfie addiction, chatting, downloading different apps, cyberbullying and they are tempted to open some malicious/dangerous sites. Pupils of today's society are often not aware of using gadgets. Many children do not know how to utilize gadgets responsibly. The issue of responsible gadget users among Grade Six students have been much concern to researchers. They believe that this study will prove beneficial to a number of people. The purpose of this study, therefore, is to help every pupil find ways on how to become a responsible gadget user. The purpose of this study, therefore, is to help every pupil find ways on how to use gadgets responsibly. Thus, the researchers became interested to conduct this study. Educators need to think of ways to train today's generation to be responsible and ethical life-long learners of the digital age.

METHODS

A descriptive method was used. Using random sampling, we conducted in grade six pupils about how to be a responsible gadget user, especially in school. Quantitative analysis used for the development of proposed responsible gadget users. The researchers made use of a questionnaire on students' proposed guidelines in developing responsible gadget users. The scores were tallied, analyzed and treated in accordance with the need of each problem. The statistical tools used in this study were the frequency and percentage.

RESULTS

As educators, teachers must ensure the pupil's used gadgets wisely. Based on the study, the common challenges encountered by the pupils in gadget utilization are, they are more engaged in playing games using their gadgets instead of using it in school purposes. Some of them have no boundaries using this kind of technology. Being a teacher, we have a great responsibility for them. Teachers have to control or regulate children's technology use. Teachers have to point to them the advantages and disadvantages of using gadgets today. Let us give them a clear view of how can affect their lives. In addition to this, researchers noticed some of the proposed guidelines to promote the respectful, responsible use of our child's new gadgets.

DISCUSSIONS

The results demonstrate how to be a responsible gadget user of our 21st-century learners. More problems encountered and challenges they met so as researchers, we need to implement projects and interventions in order to be a responsible gadget user.

KEYWORDS: gadget users, responsibly, development

SUBMISSION ID: R04A-BATANP-1114

Development of Reading Activities on Word Recognition Skills in CVC Word Pattern among Grade 1 Pupils at Florencia A. Masilungan MES

Michelle Mojares, Department of Education - San Jose

Abstract

INTRODUCTION
Reading is the area in literacy in which the greatest gains are made. It is fundamental to functions in today's society. A crucial step in learning to read is the understanding that the letters of the alphabet represent the individual sounds in words. It only implies that this is one of the existing problems in almost all learning institutions which need immediate remedies. This requires the emergent readers to understand that a word is made up of separate and distinct sounds and that string of letters represent those sounds. In this study designed reading activities and supplementary materials were developed as a recognized solution to the problem.

METHODS
The use of the data gathering method was employed to validate, tally, interpret and analyze the data collected in a tabular presentation. Printed reading materials and documentary analysis were utilized as gathering instruments.

RESULTS
Pupils demonstrated frustration level on word recognition skills in CVC word patterns. A minimal number of them have skills in decoding or sounding out of words. Several miscues were encountered during their reading assessment test. Some of these are mispronunciation, which gained the highest percentage, substitution, refusal to pronounce, omission, repetition, reversal, and insertion.

DISCUSSIONS
Results implied that pupils encountered difficulties in letter-sound relationships neglected them to read and recognize CVC words. Therefore, common miscues were committed most particularly mispronunciation and refusal to read. Proposed reading activities can be a great help for the enhancement and enrichment of grade one readers.

KEYWORDS: emergent, decoding, correspondence, systematized

SUBMISSION ID: R04A-BATANP-2018

Development of Reading Comprehension Skills among the Grade Five Pupils in Coral Na Munti Elementary School

Myrene Dawis, Department of Education - Division of Batangas

Abstract

INTRODUCTION
Reading comprehension is a highly interactive process that takes place between a reader and a text. Individual readers will bring variable levels of skills and experiences to these interactions. Good reading comprehension skills of the pupils are the key to learning and achieving their own dreams.
Reading with comprehension is truly a wonderful and magnificent tool to become successful and understand the world around you. It helps us, as guidance in everyday living that involves thinking and understanding.

METHODS
The descriptive method of research was used in this study. This method is appropriate and essential in as much as the descriptive investigation goes beyond mere gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described. Furthermore, the descriptive method is fact-finding with adequate interpretation. According to Paler Calmorin, the descriptive method focuses on the present condition and aims to find new truths.

RESULTS
Comprehension skills were developed to a satisfactory level among the grade V pupils. This showed that almost all comprehension skills were developed among the pupils. Following directions, arranging events, noting details and decoding the text, getting the main idea, ability to visualize, understanding the text were the strategies used to develop the skills of pupils. This was a good sign that the teachers were able to provide varied learning exercises to improve the comprehension skills of the pupils but it can attain the fullest level by further enhancing their information about the selection. The teachers revealed that the strategies of providing modern equipment to improve understanding, observing daily reading assignments.

DISCUSSIONS
The researcher did this kind of study to determine the extent to which the reading comprehension skills were developed among them. The researcher found out the things that helped them further enhance their learning and the exercises are given to them that motivated them to read and understand what they read. The teacher should focus on developing the reading comprehension skills of her clients as early and as effectively as possible to lead when towards a more meaningful productive and successful life that would be of great value to the country and to society in totality. Knowing how important that reading with comprehension is a key to gaining access to various and different faces of knowledge.

KEYWORDS: comprehension, reading ,reading comprehension ,reading comprehension skills ,skills ,teaching strategies

SUBMISSION ID: R04A-BATANP-1986

Development of Reading Comprehension through Different Crafted Instructional Materials

Brigilda Naños, Eric Panganiban, & Rowena Marquez, Department of Education

Abstract

INTRODUCTION
This research aims to determine the common difficulties of the pupils in reading comprehension through developing Different Crafted Instructional Materials. (Problems/Issues) At present Pupils from Grade I-II, I at Lanatan - Muntingtubig Elementary School encounters difficulty in reading comprehension which is an alarming problem affects their academic performance. (Method) The research tools used are the set of reading materials crafted with corresponding questions that serve as the pre-test and post-test. (Findings) The research shows that crafted and variety of reading instructional materials help a lot in capturing the attention of the pupils. Moreover, pictures can be a good help in the development of reading comprehension. (Values) Thus, the crafted materials of the teachers will serve as the instructional materials that will aid these teachers in developing the comprehension of these pupils.

METHODS
The research tools used will be the set of reading materials crafted with corresponding questions to be able to use in the pretest and posttest given by the teacher to the pupils. The reading materials were used in pretest to determine their difficulties in reading problems. Furthermore, materials prepared by the teachers during instruction and remedial teaching and enhancement activities were given as the strategy or intervention in the reading problems.

RESULTS
During the administering the pretest to the respondents, the results revealed that pupils can read with the used of the crafted materials. With these results, the researchers provided more emphasis on these reading materials. The research also shows that additional reading materials intended for pupils help a lot in capturing their attention. Finally, pictures can be a good help in the comprehension of the pupils.

DISCUSSIONS
The result of the research will be used for obtaining an immediate solution. After identifying the weaknesses, the researchers used the materials during instruction, remediation, and interventions. After several weeks of using the reading materials, a post-test was given to the pupils to identify the increase in the pupils' performance. To validate objective tools of validation were applied by the researchers in order to answer the specific questions.

KEYWORDS: Crafted Materials, Comprehension, Instructional Materials, Remediation, Instruction

Development of Scholastic Study Habit Framework Model thru Intellective, Non-Intellective and Academic Performance of Grade V Pupils in English of Jacobo Zobel Elementary School

Myrasol Beltran, Department of Education - Batangas

Abstract

INTRODUCTION

For today's generation, one of the problems that elementary teachers commonly encounter is the low academic performance of their pupils due to lack of interest and poor study habits, most of them are non-participative during classroom discussion and most of the time restless and worst they become unruly from time to time. There are of course many factors that should be taken into consideration. This study aims to identify the pupils' academic achievement through intellective and non-intellective factors because of the beset problems encountered by the elementary teachers in terms of low academic performance of pupils in Jacobo Zobel Elementary School.

METHODS

The study used descriptive method in attesting and investigating the effect of the intellective factor, non-intellective factor and academic performance of 232 Grade V pupils which is selected in a simple stratified random sampling coming from Champaca (49), Rose (45), Zinnia (47), Orchid (45), and Yellowbell (46). Statistically, it uses data analysis for the quantitative upright of the study using percentage, arithmetic weighted mean and f-test.

RESULTS

The General Mental Ability I.Q. Test of the Grade V pupils does not meet the high extent of intellective capability level as well as in terms of their logical pattern ability. Majority of the parents' educational attainment ranged in high school graduate with income value of P9,999.00 and below. Apparently, low Academic Performance of the Grade V pupils was obtained. The academic performance of the Grade V pupils is highly correlated and significant to their intellective capability level in terms of the General Mental Ability Intelligent Quotient Test (GMA I.Q. Test) and Logical Pattern Ability Test.

DISCUSSIONS

Through evident findings, the development of the Scholastic Study Habit Framework Model was conceptualized in order to give ways in giving further guidance and improvement of the study habits of the Grade V pupils to increase their academic performance. This was intellectually theorized through the enhancement of upgraded parents' educational attainment and social-economic status with proper performance ability in study habits with regard to the General Mental Ability Intelligent Quotient Test (GMA I.Q. Test) and Logical Pattern Ability Test.

KEYWORDS: Intellective Factor, Non-Intellective Factor, Academic Performance, Scholastic Development and Study Habit Framework Model

SUBMISSION ID: R04A-BATANP-0098

Development of School-based Parent-Teacher association (PTA) Participation Enhancement Program

Jean Dientre & Bergilen Mahia, Department of Education - Bauan West District

Abstract

INTRODUCTION

PTA's greater involvement helped in supporting and assisting the school in its programs' and projects' implementations, in providing needed cooperation in solving pupils' problems in school activities and in creating parents', community's and school's awareness of their roles towards achieving quality education. In this study, we observed that oftentimes, several parents lacked support, not knowing or knowing little about teachers' efforts towards their children. Most of them did not attend Homeroom PTA Meetings. This action research aimed to propose programs that will enhance PTA's participation in school development since enrollment increases yearly.

METHODS

This action research employed a descriptive method to determine the existing extent of parents' participation in Inicbulan Elementary School. Thirteen teachers and 139 parents of presently enrolled pupils of Inicbulan ES, for SY 2017-2018 served as respondents in the survey method using checklists and questionnaires, focus group discussion and random sampling.

Project 4Ks - Karangalan, Kontak, Kasiyahan at Karapatan was the proposed strategy or activity to strengthen the motivation and encouragement on the part of parents in terms of full support and cooperation being expected from them.

RESULTS

The highest percentage of parents' participation was given to involvement in the National Maintenance Week / Brigada Eskwela and Oplan Balik Eskwela in terms of co-curricular activities. When it comes to physical improvement, the least involvement of parents was noticed in trimming of bushes and cutting grasses because the school hired utility workers paid under MOOE and it has its own grasscutter.

Attendance to Parent-Teacher Conferences to discuss plans for minimizing pupils' absenteeism, tardiness, and misbehavior and developing proper study habits little involvement/attendance among parents. Lack of parents' time because there were engaged in different pursuits was the main reason for their absence. Furthermore, hesitation or refusal in carrying out role functions/responsibilities once became a PTA officer came out from their responses.

DISCUSSIONS

Conducting a monitoring process on action plan implementation, making an assessment on its outcome than doing follow-up action research based on the assessment were recommended. Furthermore, holding open fora, acknowledging contributions and donations from stakeholders and strengthening home visits will be helpful in encouraging parents to attend to Homeroom PTA Meetings.

KEYWORDS: stakeholder, enhancement program, home visit, action plan implementation

Development of Strategic Intervention Material to Uphold Grade Six Learners' Academic Progress in English at Mainit Elementary School

Giselle Manalo, Department of Education - Batangas

Abstract

INTRODUCTION
The development of strategic intervention material to uphold learners' academic practice was part of a journey. In doing so, the researchers were inspired to conduct a wide-ranging exploit of investigation of what is the problem behind the children's performance in English. In line with this challenge, the researchers would like to develop a solution to uplift the ability of our learners to communicate in order to match the wonderful world of English as our second language. We included the performance of the learners in the pretest and posttest examination to uphold Grade VI Learners' Academic progress in English at Mainit Elementary School.

METHODS
A descriptive method was used in this research. It employed the evocative method of research which defines as involving the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

RESULTS
The respondents of the study are entails of Grade Six pupils of Mainit Elementary School. There are 21 respondents, 8 are males and 13 are females.
This study used questionnaires to be able to gather the necessary data that would answer the questions on this study. There is a need to uplift learners' skills in order to heighten holistically developed ones. Difficulty in expressing oneself through the second language came into existence.

DISCUSSIONS
Based on the gathered results of the study, the researchers conclude that becoming fluent in the second language is important for cognitive development as well as academic achievement. The strategic intervention material was operative in teaching competency-based skills. There stood a substantial variance between the result of pretest and post test

KEYWORDS: Strategic Intervention material, second language, learners, Academic Progress

SUBMISSION ID: R04A-BATANP-1176

Development of Strategic Intervention Materials (SIM): A Tool in Improving Learners' Learning Performance in Science

Junelyn Rio, Department of Education

Abstract

INTRODUCTION
Teaching is a potentiality to facilitate learning. If the teacher failed to engage his learners in different activities then, teaching does not result in learning. In this research, the development of strategic intervention materials (SIM) for Science V particularly in the topic Menstrual Cycle was done. This is due to the researcher's findings that this topic was recognized as one of the least learned skills after administering the diagnostic test. Improvement of learners' performance in the identified least learned competency using SIM was investigated.

METHODS
An experimental research method particularly a pretest-posttest design was used. Least learned skills were identified by conducting a diagnostic test before exposing the learners to Second Quarter topics. Based on the data gathered, strategic intervention materials (SIM) was developed. It was validated and undergone pilot tests. Both the control and experimental group were given a pretest to determine their level of performance before the experimental period. In conducting research, the experimental group was exposed to SIM while the control group utilized the standard method of teaching. Both groups were given a posttest after the experimental period. Their scores were tallied, analyzed and treated.

RESULTS
Pretest results reveal that both the control and experimental group are beginners with 74% and below transmuted grades. A little difference was recognized between the mean scores of the control and experimental group at x = 0.17. This is an indication that both groups of respondents had a similar level of understanding of the topic to be taught. After the experimental period, the control group got a weighted mean of x = 10.20 or on the approaching level of proficiency. This reveals the remarkable effect of SIM in the lesson. Moreover, in the posttest, the result conveys that there is a significant difference between the performance level of control and an experimental group that obtained a z-computed value of 3.416. Test results were both computed at 0.05 level of significance.

DISCUSSIONS
The pretest results show that the control and experimental groups performed at the same proficiency level before the experimental period. Posttest results manifest that, the experimental group performed better than that of the control group. SIM was effective especially in teaching learners in their identified least learned skills. It is more comprehensive and enjoyable to learn thus, a significant effect was noted in the performance level of learners

KEYWORDS: strategic intervention materials (SIM), least learned skills

SUBMISSION ID: R012-SOUCOT-0019

Development of Strategic Intervention Materials in Teaching Human Philosophy for Senior High School Students among Public Secondary Schools

Diana Grace Sales, MAED-SOC SCI CARMA

Abstract

INTRODUCTION

The main problem of the study is to design to evaluate the developed Strategic Intervention Materials In Teaching Human Philosophy. The following problem to be sought by the researcher;level of the student performance in; Achievement test ; Results of Formative Test ; and Final Grade for the 1 st Quarter, the competencies to be developed in the design SIM for Human Philosophy namely; Knowledge, Comprehension, Application and Synthesis, Results of the validation of the teacher experts in the Developed SIM. And the results of Pre Test and Post Test Among Controlled and Experimental Group.

METHODS

The respondents of the study are the 8 teacher experts in Social Sciences from the second district of Tiaong with 3-5 years of teaching experiences across the fields and 70 students selected from purposive random sampling, 30 of them are treated as controlled and the rest are treated as experimental. Descriptive-experimental is the design of this study. The mean was used for the documentary analysis, Weighted Mean for the validation of teachers -experts and dependent t-test for the results of Pre Test and Post Test.

RESULTS

It was proven that students took up Human Philosophy based on the documentary analysis. The competencies, which are design in the develop SIM was based on the Curriculum competencies as prescribed by the Dep Ed. The develop SIM in teaching Human Philosophy was Highly Accepted by the teacher -expert who validates. The Mean of the PreTest of Experimental and Controlled Group are 9.23 and 9.89. The computed t-value is -1.214 which is lower than the tabulated value so that there is no significant difference. The mean of the Post Test from the Experimental and Controlled Group is 15.33 and 11.12. The computed t-value was -6.9 in which higher than the tabular value of 2.045 so that it implies that there is a significant difference and prove that the developed SIM is effective.

DISCUSSIONS

The decreasing academic performance shows that there are needs for the enhancement of strategies based on the documentary analysis. The competencies design in the SIM proves that students can enrich based on the needs of students. The results in the acceptance of Developed SIM by the teacher -expert in Social sciences, proves that there are in need of innovation and strategies in teaching Human Philosophy. The results of the significant difference shows that the developed SIM becomes a stepping stone to enhance the academic skills and performance in teaching human Philosophy.

SUBMISSION ID: R04A-QUEZON-0038

Development of Subject-Verb Agreement Worksheets for Grade 6 Pupils in Blaan Integrated School

Charlene Lei Ingay, Department of Education

Abstract

INTRODUCTION
The development of worksheets on subject-verb agreement came about due to the researcher's desire to enrich the proficiency level of Grade 6 pupils of Blaan Integrated School, in relation to subject-verb agreement to prepare them for the higher tasks after elementary level.

METHODS
The researcher did the profiling of Grade 6 pupils based on their First Quarter Grade in English subject and allowed them to answer a 20-item teacher-made test on subject-verb agreement to check their level of proficiency. In this research, the developed instructional materials were Worksheets based on the existing proficiency level of the Grade 6 pupils.

RESULTS
Based on the results, the overall mean percentage according to the Grade 6 pupils' profile was 77.05 described as Fairly Satisfactory. It was also established that the overall mean percentage describing the Grade 6 pupils' proficiency level in the subject-verb agreement was 6.81 which was described as Developing. Thus, the researcher developed worksheets as instructional materials in teaching subject-verb agreement for Grade 6 for the improvement of their proficiency level.

DISCUSSIONS
Based on the output, this study recommends the adoption of these worksheets to enhance the identified weaknesses of the Grade 6 learners in Blaan Integrated School in relation to subject-verb agreement.

KEYWORDS: Subject-Verb Agreement

SUBMISSION ID: R012-SARANG-0049

Development of Supplementary Instructional Worksheets in Enhancing Phonological Awareness of Grade One Pupils at Padre Imo Luna Memorial Elementary School

Aleli Villanueva, Jacqueline Carandan, & Josie Torado, Department of Education - San Jose

Abstract

INTRODUCTION

Basic learners usually acquire learning through sounds which are called phonetics. Phonetics has many interfaces with other disciplines investigating speech, linguistic behavior, and phonological awareness. If students are to be successful readers, they must have a foundational understanding of phonemic awareness. Research has revealed that poorly developed phonemic awareness is the core difficulty for a large population of children who are having difficulty learning to read. The output of this study can improve the pupils reading success and can help them avoid the eventual hardship that may ensue with poor reading skills.

METHODS

Descriptive quantitative research was utilized during the conduct of the study. Also, the following tool to assess pupils' phonological awareness was used.
"¢   Syllabication Worksheets
"¢   Onset and Rimes Worksheets "¢   Phonemes Worksheets
Forty pupils with reading difficulty from Grade One are the respondents of this study. Proposed worksheets focusing on syllabication, onset and rimes and phonemes were given and administered. Mean, SD, MPS, and PL are the statistical methods used to interpret the results of this study.

RESULTS

It has been identified in the study that most of the pupils increase the level of phonological awareness in three levels. It shows that by using different exercises and strategies in teaching, we can improve the reading ability of our pupils.

                    Test Results of Grade One Pupils on Phonemic Awareness

The study showed that most of the pupils increase the level of phonological awareness in three levels. It revealed that by using different exercises and strategies in teaching, we improve the reading ability of our pupils.

DISCUSSIONS

Pupils engaged in this study showed an increased level on the three levels of phonological awareness. Pupils should be given varied exercises that can improve their reading ability. Teachers should also use a supplemental early reading curriculum designed to promote awareness of words sound structure by helping the pupils to learn how spoken language is presented by letters. Conducting remedial classes on sound familiarization and encouraging parents to have follow-up related activities at home are some of the suggested activities. Continued use of supplementary worksheets can be of great help to the pupils to improve their reading ability and eventually turning them to be total readers.

SUBMISSION ID: R04A-BATANP-1989

**Development of Supplementary Mathematical Tools in Enhancing
Students Numeracy Level at San Pedro NHS**

Charity D. Almeniana, Erneeza Mae D. Laqui, Maureen Shara G. Apuli,
Department of Education - Batangas

Abstract

INTRODUCTION
Numeracy education is every teacher's responsibility. Teachers should help students develop their numeracy skills for them to have access and make sense of their world, and to help teachers determine their mathematical competencies, numeracy test on basic skills including operations on whole numbers, decimals and fractions were given to Grade 7 students of San Pedro National High School.

METHODS
A descriptive method of research was used to determine the numeracy level of students which would be the basis for the development of supplementary mathematical tools to address the gaps and weaknesses of the students in learning Mathematics.

RESULTS
The study revealed that students have poor performance in doing operations involving fractions, decimals and even whole numbers. Among the given mathematical concepts, operations on fractions were found out to be the least mastered competency. It is known that fraction arithmetic is crucial in learning higher Mathematics however, these skills pose great difficulties for many children and adult learners across different grade levels, and the students' proficiency in them has shown little sign of improvement over the years.

DISCUSSIONS
The results show the need for proper intervention to enhance students' mastery level on basic mathematical operations. Development of supplementary mathematical tools particularly infraction might be of great help to assist students in the improvement of their numeral competency

KEYWORDS: numeracy, supplementary mathematical tools

SUBMISSION ID: R04A-BATANP-2054

Development of Supplementary Remediation Worksheets in Science

Crisjee B. Silvestre, Department of Education - Batangas

Abstract

INTRODUCTION

The world of education is experiencing speedy changes and facing many challenges. These changes are forcing our educational systems to respond and ensure that every student will become a responsible citizen of our country; such a challenge lies in our area of instruction. One skill that every teacher should develop is the ability to organize and develop materials suited to their level of readiness and understanding. This research would like to know the least mastered skills of the students in Science, how do those skills affect the learning outcomes of the students and the impact of the remediation worksheet to students learning in Science.

METHODS

The research followed a descriptive research design. The respondents of the study are selected Grade 9 and Grade 10 students with the least mastered skills in Science concepts that may be the reason why they become struggling learners. Respondents were selected through the Slovin's formula.

RESULTS

In this research, most of the student respondents are having difficulties in their mathematical abilities. This is because of incompetency in acquiring many mathematical skills Cognitive abilities in learning such as the ability to recall, memorize and perceive influence the efficiency of mathematical skills. Thus, this study suggests that students may enhance their skills in all aspects such as linguistic, verbal and logical skills through learning in a reflective process, whereby the learner both develops new insights and understanding or changes and restructures his or her mental process. Aside from that, most of the students can't easily cope up with Science lessons as the effect of their incompetence in different skills.

DISCUSSIONS

Data revealed that teachers should incorporate a pedagogical approach in teaching Science lesson which is suited to every learner. And will enable students to participate actively in the discussion. Lastly, student respondents became self-discoverers, self-motivated and learning competent when they used the supplementary remediation worksheets in their Science class. Therefore, it is suggested that the Grades 7 and 8 teachers should devise an intervention module for their struggling students. Through this, Science teaching-learning may even more effective.

KEYWORDS: worksheets, science competencies,

SUBMISSION ID: R04A-BATANP-2194

Development of Supplementary Vocabulary Activities to Enhance the Vocabulary Skills of Bscs College Freshmen in (LCPC) Kll

Edith Lindog, Philippine Normal University - Manila

Abstract

INTRODUCTION
Vocabulary development is fundamental in the collegiate reading program. College students, specifically the freshmen, encounter a considerable amount of content - specific vocabulary that should be understood to help them understand the whole text as well. The technical vocabulary of the field may be new to the readers, and the concepts may be unfamiliar and abstract. Understanding the meaning of words read in content subjects is a major component in learning how to read and reading to learn. It points out that a student should be familiar with the words used in the text to help him comprehend the text.

METHODS
The researcher used the descriptive method as a research design. She conducted interviews with her colleagues to look into the students' vocabulary skills. The assessment took place during the classroom and laboratory instructions conducted by the Information Technology instructors of Lipa City Public College in Lipa City, Batangas. Two hundred out of 500 freshmen students taking up Bachelor of Science in Computer Science were observed. The instructors presented to the researcher their observations in relation to the students' vocabulary skills. She developed the lessons with the schema theory in mind.

RESULTS
The vocabulary activities which embody the following target skills determine the similarity of two words; know the word through its opposite meaning; get the appropriate word based on given definition; match the words; arrange jumbled letters to form a word; get the meaning of the statement through the given clues; guess the word through descriptions or actions; give meaning to a word; determine who or what is being described through the given clues; generate the missing words in the entire text; find the missing letter to complete the word; find the correct word from the set of choices; know the missing letters that will complete the word; and others.

DISCUSSIONS
The study underwent stages like determining or finding out the problem and preparing supplementary material in the hope that this will be of help to a certain extent. During the study, it was found out that vocabulary is not learned in isolation, that it has to be learned and its meaning within a given context and that prior knowledge needs activation not only in reading but also in learning what a word means. Hence, it calls for the improvement of vocabulary instruction, especially at the beginning level of the learning stage.

KEYWORDS: prior knowledge, reading comprehension, supplementary materials, vocabulary instruction

Development of Supplementary Worksheets in Enhancing Grade Vi Pupils Numeracy Level on Basic Multiplication Facts at Banjo East Elementary School

Mary Grace Montero, Department of Education - Tanauan City

Abstract

INTRODUCTION
Mathematics in K-12 spare students with the knowledge, skill, and understanding in numbers. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thinking, and problem-solving skills. It is a process of logic and creatively tasks employing abstraction and generalization to determine and apply patterns and relationships. The symbolic nature of mathematics provides strong, accurate and brief means of communication. These abilities enable learners to engage themselves in strategies to make informed decisions and solve the problem to their further education and everyday lives.

METHODS
This study was an attempt to determine the positive implications of supplementary worksheets on basic multiplication facts and to the numeracy level and performance of the Grade Six Pupils of Banjo East Elementary School.
A teacher-made pre-test was consisting of fifteen items divided into three parts. The first part was an alternative response with items about the basic concepts on multiplication facts. The second was a completion type in the form of a poster. The last part was a five-item problem-solving test. To determine the numeracy level of the respondents, the results of the pre-test and post-test were processed using descriptive statistics such as mean, standard deviation and percentage.

RESULTS
The result of the pre-test indicated that out of 50 respondents, 13 pupils obtained mastered skills with regards to concepts on multiplication facts, basic computation and problem-solving. While 17 pupils got average skills in concepts on multiplication facts and basic computation and 14 pupils had average skills in problem-solving. Lastly, 20 pupils had the least mastered skills in concepts on multiplication facts and basic computation while 23 pupils had difficulty in terms of problem-solving.
As a whole, the results revealed that pupils had poor performances in mastery concepts and problem-solving along with basic multiplication facts.

DISCUSSIONS
Teachers may provide samples and concrete objects that they can touch or involve themselves in the lesson. Sometimes, pupils fail at working out a math problem they don't understand the concept of the question. Teachers may make it up that the pupils really understand the concept before jumping into solving Mathematics problems. They can post mathematical methods and formulas in their rooms where it is visible. They can improvise creative and meaningful activities that best interest their pupils.

KEYWORDS: development, supplementary, numeracy

Development of Supplementary Worksheets in Enhancing the Reading Comprehension of Short Stories in English by Grade VI Pupils at Galamay-Amo Elementary School

Jean M. Florida, Liezl S. Guce, & Nancy D. Liwag, Department of Education - San Jose

Abstract

INTRODUCTION

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). Nowadays reading is considered as one of the most important activities in the school program as well as in everyday life activities. It is the key to learning in the total education process. However, without comprehension, reading is nothing. It seems to be one of the most complex human activities; to read with comprehension. Therefore, it is necessary that teachers should provide their pupils with opportunities and different activities to read with better comprehension through effective and efficient guidance. But despite intensive instruction, most children and adolescents fail to reach functional levels of reading comprehension. It seems to be the most alarming problem not only in our school but in all elementary education. This study determined the level of comprehension of grade six pupils and identified different reading difficulties.

METHODS

The method used in this research was descriptive quantitative. In gathering data, the researchers used stories from the PHIL-IRI passages

Aside from short stories used to determine the level of comprehension of grade 6 pupils, the researchers also interviewed teachers of grade 6 about the performance of pupils in terms of comprehension during class discussion.

RESULTS

This study has found out that most of the grade 6 pupils have poor comprehension. The average of the data gathered is as follows: Almost 80.96% are at the frustration level. About 13.80% are at the instructional level. It is very alarming that only 5.24% are on the independent level.

The study also revealed that pupils can read and recognize words but they cannot comprehend what they read.

DISCUSSIONS

To improve the reading comprehension of grade 6 pupils, the researchers developed worksheets that include predicting outcomes, drawing conclusions, determining the purpose of the author, identifying the elements of the story, cause and effect, context clues, facts and opinion, and giving the main idea which can be a big help for students falls in frustration level.

SUBMISSION ID: R04A-BATANP-2058

Development of Supplementary Worksheets in Enhancing the Vocabulary Size of Grade Four Second Language Readers at Padre Imo Luna Memorial Elementary School

Maria Teresa Ilao, Minerva Magnaye, & Nilda Moog, Department of Education - San Jose

Abstract

INTRODUCTION

Changes in the education system brought by the adaptation of the new K to 12 curricula of the Department of Education has become one of the most controversial parts as far as education is concerned. This new era of teaching and learning obviously affected every learners' capacity to learn due to varied factors that greatly affecting their individual learning styles. It has become widely evident in the station that second language readers are still in need of comprehensive worksheets to help them develop a higher order level of understanding and communication as well, with which this study focused more.

METHODS

Descriptive - qualitative research was used to identify the vocabulary size of grade four - second language readers. Researchers used data gathering procedures namely unstructured interview and random sampling based on PHIL-IRI result. Data gathering tools namely: basic sight word checklist and unstructured interviews were used to attain the objectives of this study. The basic sight word checklist was prepared, validated, distributed, tallied and interpreted to identify the vocabulary size of the respondents.

RESULTS

Given the following reasons behind the difficulty readers experienced in enhancing the vocabulary size in the second language, the pupils ranked these reasons based on their experience. The table shows that the highest reason behind their difficulty in reading the second language is that most of them are living in an environment where higher vocabularies are not used. On the other hand, paying not much attention to the words/texts ranked the lowest since most of the pupils are inattentive.

Factors affecting the vocabulary size of learners REASONS   RANK
Living in an environment where higher vocabularies are not used   1 Lower education level of family members   2
Availability of too much computer games/gadgets 3 Auditory perception problems 4
Paying not much attention to the words/texts   5

DISCUSSIONS

Results of the study revealed that The Grade Four Second Language Readers still need to develop and enhance their vocabulary skills. It has been evaluated that the highest factor contributing to the vocabulary size of grade four learners is revealed by poor attention to texts and words, thus, reading skill is greatly concerned. Modified supplementary worksheets based on the vocabulary size of the learners and the individual needs of pupils are prepared.

KEYWORDS: vocabulary size, second language, supplementary worksheets, reading difficulty

SUBMISSION ID: R04A-BATANP-1999

Development of Teacher Guide for Grade 8 and 10 Localized Mathematics Modules

Cherie Belle Bautista, The Saint Isidore NHS

Abstract

INTRODUCTION
A teacher guide provides specific guidelines on how to effectively use instructional material to ensure that learners attain the expected content and performance standards. Cognizant of the inherent value of a teacher guide for improved instruction, this study focused on the assessment of Grades 8 and 10 localized mathematics modules and the difficulties met by teachers in utilizing such modules, with an end view of developing a teacher guide to enhancing the use of the localized modules. Specifically, this study identified the profile of the respondents in terms of sex, highest educational attainment, years of teaching of mathematics, and mathematics training/seminars attended, as well as the teachers' assessments of the localized mathematics modules in achieving the learning competencies in Grades 8 and 10. In addition, significant differences in the assessment of the localized mathematics modules when grouped according to profile variables were subjected to hypothesis testing.

METHODS
The descriptive method of research was employed with the questionnaire as the main data gathering instrument. Statistical treatment was applied to research data using ANOVA, frequency, mean and percentage.

RESULTS
It was found out that the respondents are mostly female, and have units in the Master's degree. The majority has been teaching mathematics for five years or less but they are alarmingly not active in attending training or seminars. Grades 8 and 10 localized mathematics modules were found to conform to the module/instructional materials evaluation criteria of content, format, presentation, and organization, and accuracy and up-to-date information.
In addition, Grades 8 and 10 mathematics teachers differ significantly in their assessments of the localized mathematics modules when grouped according to profile. Findings also indicated that most Grade 8 and 10 mathematics teachers found difficulty in utilizing the modules primarily because the students do not have a printed localized mathematics module, and there are no answer keys and suggested strategies for each activity and evaluation.

DISCUSSIONS
The results of the study were used as a basis for developing a Teacher Guide for Grades 8 and 10 localized mathematics module. It was recommended for school administrators to provide training or seminars for junior high school mathematics teachers. The teacher guide may be validated and utilized to maximize the use of localized mathematics modules.

KEYWORDS: Learning Competencies, Localized Module, Teacher Guide

SUBMISSION ID: R04A-BATANP-1508

Development of the Comprehension and Reading Skills of the Students in LCNSHS

Grace Bravo, LCSINHS

Abstract

INTRODUCTION

Comprehension is acquiring meaning from the text. Comprehension is critically important to the development of a student's reading. Without the solid foundation of reading skills, the researcher feels the children will be struggling hard throughout their schooling and adult life. By learning the best comprehension strategies and how to best teach these strategies to the pupils, the researcher hopes to provide the solid foundation needed to succeed. In this study, we aimed to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

METHODS

This research is done by using a descriptive method to identify the comprehension and reading skills of the learners. The descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. It describes what is and what actually exists in certain conditions, situations or phenomena. Quota sampling was employed in selecting pupils - respondent of the study which supplemented with data enough to form conclusions. There is a specified number of elements, which are 40 participants, ten from each year level. There are prepared tests, activities, and exercises to train and enhance their skills while monitoring and recording their improvement.

RESULTS

The results of the tests given to the participants were tabulated and compared to recognize the distinct changes and improvement of the participants' reading skills as the study was conducted. Statistics is used in getting the average of their scores to find out their knowledge about reading comprehension. The findings and conclusions were formed from the data collected from the scores of the participants in the different exercises given to students. The mean or average of the scores of each year level was computed and compared based on the level of difficulty of the tests, the pre-tests, and the post-test. All of the data collected were analyzed and interpreted for the result.

DISCUSSIONS

The results conclude the improvement in every session of teaching and training on their reading comprehension skills, the students' performance is improved and developed every week. Comprehension is the goal of proficient reading. Most activities that develop comprehension skills can be effectively applied as a part of guided reading. The results of examinations show how much was the improvement and development of comprehension and reading skills of the students.

KEYWORDS: comprehension, reading, quota sampling

SUBMISSION ID: R04A-LIPAC1-0210

Development, Validation and Acceptability of Enhancement Material in English for Grade 3 Pupils

Anna Lissa F. Zuela, Navotas Elementary School

(Adviser: Anna Lissa Zuela)

Abstract

INTRODUCTION

The main objective of the study is to validate enhancement material in English 3 for the pupils of Navotas Elementary School in the school year 2018 - 2019.

The subjects of the study were the grade 3 pupils of Navotas Elementary School. A total of one hundred 74 pupils were considered in the study, thirty-seven (37) served as the experimental group and thirty-seven (37) were in the control group.

METHODS

A teacher-made questionnaire test is composed of 10 items for each competency and has undergone validation.

Thirty (30) public elementary school teachers who are teaching English 3 were also considered as respondents of the study since they validated the acceptability of the developed enhancement material in English 3.

After the selection of the respondents used in the study, the researcher classified the experimental group and control group. When pretest was validated and item analyzed, the researcher administered the pretest to the two groups of respondents. The experimental group was taught using the enhancement material in English 3 while the control group was taught without using the enhancement material in English 3. After the conduct of the study, the posttest was given to both groups to determine the enhancement material in English 3. The data were tallied, analyzed and subjected to appropriate statistical treatment.

RESULTS

The findings revealed that the enhancement material in English 3 was found to be valid and acceptable learning material. A significant difference was observed between the performance of the experimental group and the control group. From the findings of the study, it is concluded that the achievement of the experimental group in English 3 significantly changed as compared to the performance of the control groups.

DISCUSSIONS

The results described that the enhancement material in English 3 is highly acceptable by the respondents. Since the computed p-value is 0.000 is less than 0.05 level of significance. Also, there is a significant difference in the level of performance of grade 3 pupils in the experimental group as revealed by pretest and posttest results since the computed p-value of 0.00 is less than 0.05 level of significance.

KEYWORDS: Development, Validation, Acceptability, enhancement, materials

SUBMISSION ID: R04A-RIZALP-0341

Development, Validation and Acceptability of Modular Enhancement Material in Science and Health 5

Paulo Martin Aquino, Cardona, Rizal, Philippines

Abstract

INTRODUCTION
The objective of the study is to develop and validate enhancement material in Science and Health 5 for the pupils of Mariano
San Juan Elementary School in the school year 2018 - 2019.
The subjects of the study were the grade 5 pupils of Mariano C. San Juan Elementary School. A total of twenty - four (24) pupils were considered in the study, twelve (12) served as the experimental group and twelve (12) were in the control group.
Thirty (30) public elementary school teachers who are teaching Science were also considered as respondents of the study since they validated the acceptability of the developed enhancement material in Science and Health 5

METHODS
The study used the experimental and descriptive developmental methods of research. The study involves an experimental method of research to determine the level of performance of the Grade 5 pupils as revealed by their pretest and posttest results with respect to Disaster Risk Reduction - Related Topics in Science and Health 5.

RESULTS
The results described that the developed enhancement material in Science and Health 5 is highly acceptable by the respondents. Furthermore, there is a significant difference on the level of performance of Grade 5 pupils in the control group as revealed by the pretest and posttest results in terms of the The Male Reproductive System, The Female Reproductive System and The Development of the Secondary Sex Characteristics since the computed p-value is 0.000 is less than 0.05 level of significance. Also, there is a significant difference in the level of performance of grade 5 pupils in the experimental group as revealed by pretest and posttest results since the computed p-value of 0.00 is less than 0.05 level of significance.

DISCUSSIONS
The experimental group was taught using the developed enhancement material in Science and Health 5 while the control group was taught without using the enhancement material in Science and Health 5. After the conduct of the study, the posttest was given to both groups to determine the developed enhancement material in Science and Health 5. The data were tallied, analyzed and subjected to appropriate statistical treatment.

KEYWORDS: SCIENCE ENHANCEMENT MATERIAL

Developmental Asset Profile of Bucal National High School Grade 9 Students

Melissa Gloton, Bucal National High School

Abstract

INTRODUCTION

It is very clear that the purpose of the research is to determine the building of the assets of Grade 9 students of Bucal National High School. The research was conducted after acquiring permission from the school principal, picking out the respondents and distributing questionnaires that were afterward collected to accord with the designed methodology that would bring out answers to the questions posted to only 460 students respondents.

METHODS

The Grade 9 students were requested to participate in the survey. After the selection of the respondents a set of questionnaires. The instrument was adapted from the Search Institute. The statistical methods used for the personological of the student-respondents is frequency and percentage distribution and for the asset, the building is weighted mean.

RESULTS

So generally, it means that as students' ages increase, their assets on boundaries, constructive use of time, commitment to learning, and positive values were built accordingly. Likewise, as students' socioeconomic status gets high, their assets on support, empowerment, constructive use of time, and positive values were built accordingly.

DISCUSSIONS

As yielded in the results of the finding, the building of the assets of the respondents had something to do with the help of their parent's school, community, social media and the modern trend of education.
As recommended in the research, there is a need to strengthen these assessed supports for the respondents to continue their personological engagements at home, in school, in the community, with social media.
Ascertained, the researcher has the perception that the very same respondents could furthermore be subjected to further research to find out how their assets are continuously used to enhance their values in their studies in higher K-12 classes. Solutions to present the main issues and concerns in the school could be found out.

KEYWORDS: Building assets, support, empowerment, boundaries, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

SUBMISSION ID: R04A-CAVITP-1537

Developmental Changes and its Effects to Students Performance among Selected Students in Danlagan National High School

Christian Mengua, Danlagan National High School

Abstract

INTRODUCTION

As in development during childhood, biological and social factors influence adolescent development. During their childhood years, adolescents experienced thousands of hours of interactions with parents, peers, teachers and their community, but now they face dramatic biological changes, new experiences, and new developmental tasks. Relationships with parents take a different form, moments with peers become more intimate, and dating occurs for the first time, as do sexual exploration and possibly intercourse. The adolescent's thoughts become more abstract and idealistic. Biological changes trigger a heightened interest in body image.

METHODS

This study was descriptive-survey in design that involves gathering data from respondents in order to justify the study and provide an accurate description of the situation and solution of the stated problem which the study focuses on Descriptive research design described what are the developmental changes experienced by the respondents in terms of: physical, mental, emotional and social changes, and the effects of the developmental changes to the student's school performance as to academic performance and participation in club activities in a public secondary school.
This study tested the null hypotheses making use of the principle of cooperative treatment of data.

RESULTS

Significant Relationship between Developmental Changes and the Student School Performance, the result of Pearson's r on academic performance was 0.81, hence, there was a high correlation between developmental changes and academic performance of the students, as revealed by the z-computed value of 3.02 which was higher than the z-tabular value of 1.92, hence, the decision was rejected, therefore there was a significant relationship.

DISCUSSIONS

Based on the findings and conclusions of the study, the following were hereby recommended by the researcher:

The school should strengthen their guidance and counseling department so as to help adolescent students to cope up with the developmental changes they are facing. There is a need to create more effective programs to encourage high school students to join and increase the provision of early intervention.

KEYWORDS: Academic Performance, Developmental Changes, Emotional Changes, Mental Changes, Physical Changes, Social Changes

SUBMISSION ID: R04A-QUEZON-0375

**Developmental Reading Enhancement to Achieve Mastery (DREAM)
Program and Comprehension Level of Grade 7 Students**

Maricel Gatacelo, Department of Education

Abstract

INTRODUCTION
This research was funded by the Provincial Government of Albay through the Graduate School Subsidy Program (GRASSP).

Developmental Reading Enhancement to Achieve Mastery (DREAM) is a reading program conceptualized and crafted by the researcher as an innovation/ intervention to address the alarming situation of the poor comprehension level of the grade VII students. Its purpose is to reduce if not totally eliminate the large margin between independent readers against those under the frustration level. Its goal is to provide as many opportunities as possible that would enhance and teach the students the skills or strategies they will need to improve their reading comprehension.

This school-based reading program was designed and tailored to meet the needs of diverse learners. The study aimed to find out the comprehension level of secondary students in the Tabaco City Division particularly the Grade 7 students of San Lorenzo National High School SY 2017-2018.

METHODS
The study employed the experimental design utilizing pre and post-test using stratified randomization sampling with 33 respondents from experimental and 33 from the control group. The teacher used a - 50 item test for the students to test the reading comprehension skills along: a) noting details, b) getting the main idea, c) predicting outcomes, d) inferring and e) drawing conclusions.

RESULTS
The result showed that before the introduction of the DREAM program, the Grade 7 students in San Lorenzo High School were in the Frustration level in terms of Reading Comprehension. After the introduction of the DREAM program, those who were in the Frustration level in terms of Reading Comprehension moved to a higher level which is Instructional. It means that the DREAM program achieved its objective of assisting the learners in advancing their reading comprehension status.

DISCUSSIONS
Based on the findings the following conclusions were advanced: English teachers may utilize the DREAM program authored by the researcher to improve the reading performance of the students. Teachers may also develop an intervention similar to the present undertaking that would integrate lessons to improve the reading comprehension of the students. Varied instructional materials may be devised in order to enhance the reading level of the learners.

KEYWORDS: INDEPENDENT , FRUSTRATION, INSTRUCTIONAL , NOTING DETAILS, PREDICTING OUTCOMES, INFERRING, DRAWING CONCLUSIONS,GETTING THE MAIN IDEA

Developmentally Appropriate Practices of Kindergarten Teachers in the Division of Camarines Sur

Jiji Babagay, Department of Education

Abstract

INTRODUCTION

This research was funded by the Provincial Government of Albay through the Graduate School Subsidy Program (GRASSP).

Kindergarten education lays the foundation for lifelong learning and for the total development of a child. A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring and contributing member of society. In this regard, early education plays a critical role during the child's important developmental period. The children are expected to meet the desired skills and competencies throughout the kindergarten stage. The study will help teachers to craft and create instructional materials appropriate with the age and level of understanding in meaningful experiences.

METHODS

The researcher utilized the descriptive-evaluative method.

RESULTS

Performance, Instructional support, Teacher qualification, and Monitoring and evaluation is high. Five domains of learning are adopted by the school Heads and teachers interpreted as "very much". There is no significant difference in the appraisal of school heads and teachers on the level of attainment in Kindergarten Education. There is no significant difference in the appraisal of school heads and teachers on the extent of DAP adopted by the teachers.

Activities proposed by the researcher shall guide the Kindergarten teachers on developmentally appropriate practices and provide inputs to the school administrators in terms of policy-making.

DISCUSSIONS

Enrollment data revealed the rise and fall of enrollees

Instructional support as much attained, Teachers' qualification much attained, while moderately attained is on having previous experience kinder Monitoring and evaluation, as much attained

Cognitive, language, and literacy environment as much practiced.Social/emotional environment, as much attained. The physical environment, as much practiced.

On the test significant difference in the attainment of Kindergarten Education, the value is greater than the value of 5 at .05 indicating no significant difference in the variables. On the test of significant difference in the appraisal of appropriate practices adopted by teachers, the values are greater than the value of 5 at .05 implying no significant difference,while the computed value on cognitive, language and literacy environment is lesser than the value of 5 at .05 manifesting a significant difference Developmentally Appropriate Activities consist of strategies and techniques ensuring a complete understanding of DAP, especially the breadth of instructional approaches are proposed.

KEYWORDS: Developmentally Appropriate Practices,Kindergarten ,Teachers

SUBMISSION ID: R005-CAMSUR-0111

Deviance to School Policies and Rules among Pinaripad National High School Students

Alexander S. Oriña, Pinaripad National High School

(Adviser: Elaine May Gonzales)

Abstract

INTRODUCTION

The prevalence of deviant behavior among high school students is noted as anecdotal records in schools. Such collated records may show the trend of deviance cases incurred by students, yet they do not provide vital data on which school rules and policies are heavily violated and for what reasons. As students' indiscipline in schools has become a global issue, this study aims to investigate the severity of non-adherence to the school rules and policies specified in the Student Supreme Government of Pinaripad National High School (PNHS), Aglipay, Quirino.

METHODS

A descriptive-quantitative type of research was used in this study. Data gathering involves purposive selection of students who are violators of the SSG rules and regulations. One hundred twenty-three from the total population of the Grades 7 - 12 students of Pinaripad National High School using structured questionnaires.

RESULTS

The results showed that out of 123 respondents, the majority were female with 81 participants while the male was 42. Among the most common rules that are commonly violated include clothing restriction, general appearance, adherence to attendance, using cell phones during classes, and attending the flag ceremony. As for the reasons in deviating the rules and regulations, students have uniforms but it makes them uncomfortable which leads them to not wearing it. They also want to look their best with fashion and trends, attractive, and be famous on the campus so they avoid wearing their uniforms. The respondents are oftentimes deviating from the prescribed general appearance in schools such as haircuts, the use of earrings, and body tattoo among others. The data collated also reveals that financial, personal, and health issues are the most common reasons for absenteeism. Cell phone use makes students more deviant. Lastly, difficulty in doing a lot of chores before going to school and the distance of home make students fail to attend the flag ceremony.

DISCUSSIONS

The findings helped single out the forms of deviant behavior among students. In the course of study, it can be deduced that the major causes of deviance are dependent enough on students' choices such as wearing their clothes, time in going to school, and the use of their own gadgets during class hours. As there are an increasing number of offenders to school policies, strong and firm implementation of such policies should always be observed. However, the policies must be designed to consider the varying situations and needs of the learners.

KEYWORDS: Student Supreme Government, deviance, school policies

Devised Home-Engagement Strategy Work Plan in Teaching Grade 7 Science for At-Risk Students of Bukal Sur National High School

Maria Cristina Vergara, Bukal Sur National High School

Abstract

INTRODUCTION
The research attempted to devise a Home Engagement Strategy Work Plan in Teaching Grade 7 Science for At-Risk Students.
The study sought an answer to the significant differences exist between the Pre and Post-test scores using the Home Engagement strategy.

METHODS
The research used a descriptive method and is developmental in nature. The study was conducted on 35 At-Risk Grade 7 Students, the tool used in gathering data was a test for determining the performance of At-Risk Students

RESULTS
There is a significant difference between the Pre-Test and Post Test of the Students

DISCUSSIONS
Should devise home engagement strategy is used within a longer period of time, there is the possibility that reinforcement among students-at-risk of performance will bring high regard results.

KEYWORDS: At-risk students, Home Engagement Strategy, Home-Engagement Strategy Work Plan.

Diagnosing Dyscalculia: Basis for Math Intervetion Program

Josefa Gatdula

Abstract

INTRODUCTION

It is an opportune time to generate awareness of learning disabilities in mathematics. The researcher's interest was awakened due to pupils' struggling in Mathematics at Kaytitinga Elementary School. Five pupils in Grade VI have been diagnosing from dyscalculia- a technical term used in difficulty in acquiring arithmetic skills.

METHODS

This research has utilized purposive sampling, interviews, informal observations, assessment for learning progress, Dyscalculia Screener, (Butterworth, 2003) Master F4-Four Fundamental Operations Portfolio, (Manalo 2012), Progress Report Card, Dyscalculia Assessment were utilized in assessing the level of dyscalculic pupils.

RESULTS

It has been found out from this study that dyscalculic pupils exhibited the following difficulties: learning and recalling times table, confusion with mathematics symbols, misunderstanding place value, lack of understanding mathematical vocabulary, cannot recognize inverse operations, poor number concepts, unable to estimate an answer and finding sequencing too challenging. Overall the demonstrate that diagnostic testing of difficulties highlights fundamental to date.   These areas need to be addressed with individual or small group tutoring in order to allow the pupil to progress with the remainder of their peers. "Understanding breeds confidence. Lack of understanding breeds anxiety, avoidance and the vicious circle of spiraling down as the rest of the class move on." (Brian Butterworth, 2013).

DISCUSSIONS

Based on this research, an effective way of diagnosing dyscalculia can begin from the identification of dyscalculic pupils, second, recognition of the pupils arithmetic difficulties, and lastly, giving of the intervention program. Spiraling down to the pupil's needs and designing of intervention program will be the next focus of this research. This research will serve as an eye-opener to educational supervisor, school heads, respondent school, teachers, and parents in providing mathematical intervention to address dyscalculic pupils in acquiring skills in mathematics.

KEYWORDS: Dyscalculia, Master F4, spiral approach, learning disability

SUBMISSION ID: R04A-CAVITP-0074

Differed Class Time: An Intervention to Pupils' Absenteeism

Mardy Cubil, Department of Education

Abstract

INTRODUCTION

In line with the thrust of the K to 12 Basic Education Curriculum, pupils are graded based on their performance in written work, performance tasks, and a quarterly test. This would mean that pupils' attendance in school has a greater impact on their academic performance. Having the desire to bring back pupils interest in coming to school and bridge the learning gap that took place while pupils are absent from the class, a differed classroom time as an intervention was designed. It aimed to help improve pupils academic performance and to improve school performance as well.

METHODS

The researcher used purposive sampling since pupils that need immediate attention were chosen. Causes of their absences were triangulated and intervention was designed. Furthermore, a descriptive method was used in this action research. Data on the first quarter attendance was analyzed. Pupils with poor attendance were identified. The causes of their absence were triangulated and confirmed the primary causes of their problem.

RESULTS

The researcher-initiated 4 tables. Table 1 concerned with the Percentage of attendance and their Performance rating in the first quarter wherein it found that their poor attendance greatly affects their performance in the class. It can be gleaned in Table 2 that detailed on the Causes of Absenteeism based on an interview that home/family factor inferred the greatest factor that hindered their success. Table 3 talked about the comparative percentage of attendance which concluded to have a rapid increase starting from the first to the third quarter. On the other hand, it showed the pupils' performance rating that the expected increase was targeted. Hence, the intervention was effective.

DISCUSSIONS

Based on the findings, there is an increase in pupils' performance after the intervention. Thus, it is necessary to track pupils' absences. Understanding the root causes of their absences have to be investigated in the earlier part of the school year. Early intervention will give them a chance to make up their absences and help them achieve academically. Collaboration between pupils concerned, parents, teachers and school head can be helpful in designing an intervention. A friendly classroom atmosphere has to be established to pupils with anxiety, depression, indifference towards their peers, and those who need social acceptance.

KEYWORDS: absenteeism, differed class time, academic performance

SUBMISSION ID: R013-SURSUR-0127

Different Strokes, Different Folks: Addressing Speech Anxiety through Differentiated Instruction among Grade 11 Students of Pantay Integrated High School

Lawrence Icasiano, Pantay Integrated High School

Abstract

INTRODUCTION
The anxiety that goes with any public speaking performance can either be personal, situational, or both. This study was conducted to investigate how differentiated instruction helps reduce the reported levels of public speaking anxiety among the Grade 11 students of Pantay Integrated High School.

METHODS
This descriptive study examined the change in the speech anxiety levels of sixty (60) Grade 11 students before and after differentiated instruction using McCroskey's Personal Report of Public Speaking Anxiety (PRPSA) scale, and was carried out in two phases: (a) identification and validation on the existence of high public speaking anxiety levels among students and (b) implementation of differentiated instruction to address the students' public speaking anxiety.

RESULTS
The results of the study revealed that there was a decrease in the number of moderately high and high anxiety levels at the end of the semester. From a total of 40 moderately high anxious students, it went down to 11, a 72.5% notable decline. Out of the 15 high anxious learners identified at the beginning of the study, only 4 remained to categorize themselves as such. The z value was found at 2.11, which was quite above the 1.645 value at .05 significance level, supporting that the decrease was significant.

DISCUSSIONS
It was found out that most speech-related anxieties were mainly situational, rather than personal. The study established the crucial role of teachers in managing a learning environment that is positive, engaging, and learner-centered.

KEYWORDS: Public Speaking, Speech Anxiety, Differentiated Instruction

SUBMISSION ID: R04A-TANAUA-0181

Differentiated Activities for Kindergarten Pupils in the Division of Batangas City

Erica Fhlor M. Hara, Lerma P. Perez, Wawa Elementary School

Abstract

INTRODUCTION
Preschool education offers the finest development of children during their preparatory years. Preschool education is significant because, during the preschool years, basic character, values, abilities, personality, skills, and knowledge are formed. Qualities, when properly developed will shape the individuals' overall perspective and preparedness in life. Also, the learning process children go through during their preschool years has a lasting effect on their intellectual, as well as social development. Preschool education has been urged even more strongly over the past few years due to the people's recognition of the significance of these preschool experiences to the total development of the child.

METHODS
The study used the descriptive method of research which is designed for investigating and gathering information to determine the activities in teaching kindergarten pupils. The respondents of the study were the preschool teachers from all districts in the Division of Batangas City. This corresponded to 100% of the population of the said respondents.

RESULTS
The salient findings of this study are as follows:
The employment of the Multimedia Approach where children use a variety of artistic or communicative media is ranked as the highest among all the delivery of instruction in terms of the method being used for kindergarten pupils. This is followed by these two methods, namely: Cooperative Learning or Group Activity and Individualized Approach.
There were four items among all the qualities of the pupils in physical aspects. The said items are as follows: the pupils have the energy for bodily movements; they can walk forward along a narrow edge; they can run without tripping or falling; and, they easily get tired. Discovery Learning; Self-paced Approach; Laboratory Method; and, Computer Aided Instruction.

DISCUSSIONS
Teachers play an important part in educating learners. An awareness of these concepts would motivate everyone connected with schools to ensure a solid foundation of their potentials and abilities as a human being. The preschool teachers are no exemption in giving activities to the children. Children should enjoy every activity that the teachers provide while learning. The experiences with preschool teachers prove that activities are very important and that they give special attention and focus for the children to learn.

KEYWORDS: DIFFERENTIATED ACTIVITIES FOR KINDERGARTEN PUPILS IN DIVISION OF BATANGAS CITY

Differentiated Activities for Kindergarten Pupils in the Division of Batangas City

Erica Fhlor M. Hara & Lerma P. Perez, Wawa Elementary School

Abstract

INTRODUCTION
Preschool education offers the finest development of children during their preparatory years. Preschool education is significant because, during the preschool years, basic character, values, abilities, personality, skills, and knowledge are formed. Qualities, when properly developed will shape the individuals' overall perspective and preparedness in life. Also, the learning process children go through during their preschool years has a lasting effect on their intellectual, as well as social development. Preschool education has been urged even more strongly over the past few years due to the people's recognition of the significance of these preschool experiences to the total development of the child.

METHODS
The study used the descriptive method of research which is designed for investigating and gathering information to determine the activities in teaching kindergarten pupils. The respondents of the study were the preschool teachers from all districts in the Division of Batangas City. This corresponded to 100% of the population of the said respondents.

RESULTS
The salient findings of this study are as follows:
The employment of the Multimedia Approach where children use a variety of artistic or communicative media is ranked as the highest among all the delivery of instruction in terms of the method being used for kindergarten pupils.
The pupils have the energy for bodily movements; they can walk forward along a narrow edge; they can run without tripping or falling; and, they easily get tired. the pupils have confidence; are affectionate and thoughtful; and, can give his/her best when challenged. The social aspects of having a liking to go to many places; of sharing toys with others; of being friendly with other children even not of his/her age; of joining group movement activities; and, of waiting for his/her turn comes next.

DISCUSSIONS
Teachers play an important part in educating learners. An awareness of these concepts would motivate everyone connected with schools to ensure a solid foundation of their potentials and abilities as a human being. The preschool teachers are no exemption in giving activities to the children. Children should enjoy every activity that the teachers provide while learning. The experiences with preschool teachers prove that activities are very important and that they give special attention and focus for the children to learn.

KEYWORDS: DIFFERENTIATED ACTIVITIES FOR KINDERGARTEN PUPILS IN DIVISION OF BATANGAS CITY

SUBMISSION ID: R04A-BATANC-0346/ R04A-BATANC-0374

Differentiated Activities in Selected Topics in Chemistry for Grade 9 Students

Chelsea Malano, Talipan National High School

Abstract

INTRODUCTION
Differentiated instruction (DI) is one of the possible solutions to the challenges encountered by science education. It is a technique of crafting and conveying instruction to best reach each learner. With the use of DI, the teachers can address the needs of the unique diverse students, unlike other approaches that only concentrate on one kind of teaching method and not considering the various learning styles of the learners. In differentiated instruction, each learner will be given a chance to learn at their own pace in the most comfortable manner he or she wants.

METHODS
The quasi-experimental research using matched-comparison group design was used in this study to test the effectiveness of the designed differentiated activities by comparing the posttest scores of the experimental and control. The experimental and control groups are matched in terms of Grade 8 ratings in Chemistry and pretest scores. The descriptive method was utilized to determine the usability of the developed differentiated activities (DA) by administering a survey questionnaire.

RESULTS
The profile, in terms of mean ratings in Chemistry and pretest means, of the control group (CG)and experimental group (EG) were also determined. Both groups have a mean rating of 79 resulting in the computed t-value of -0.55 and pretest means of 15.42 (CG) and 15.00 (EG) which obtained a computed t-value of -0.38. Since the computed t-values were both less than the tabular t-value (1.98), they were said to be equivalent and there's no significant difference between them. The posttest scores of the two groups were compared after the utilization of DA. The data resulted in a mean of 30.04 (EG) and 19.04 (CG) giving them a difference of 11. The computed t-value was 7.50 which was greater than the tabular t-value (1.98). This means that after the utilization of the material, there is now a significant difference between the two groups.

DISCUSSIONS
With the use of the modified questionnaire and weighted mean, the usability of DA was determined. In terms of usefulness, ease of use, ease of learning and satisfaction, the obtained results were 3.66, 3.26, 3.27 and 3.69, respectively. These responses were all under the verbal description of strongly agree. This means that the DA helped the students to cater to their skills and intelligence. It gave them the freedom and opportunity to perform and accomplish their chosen tasks in a manner they want. It served as a chance for them to excel in the class with the use of their identified MIs.

KEYWORDS: Differentiated activities, Multiple Intelligence, Differentiated Instruction

Differentiated Instruction in Analyzing Word Problem its Impact to Grade Three Students of Maria Paz Elementary School

Levelyn Quilao

Abstract

INTRODUCTION

In problem-solving, mathematical reasoning, justifying ideas, making sense of a complex situation and independently learning new ideas. Students must be provided with opportunities to solve complex problems, formulate and test mathematical ideas and draw conclusions. Students must be able to read, write and discuss mathematics, use demonstration, drawings, and real word objects and participate in formal mathematical and logical arguments. (Battista,2000)

METHODS

The researcher used the descriptive survey method to describe the situation, as it exists in its particular time and situation. It was useful because the researcher made objective descriptions of data were collected. My first procedure is to take a problem-solving test to all grade three students. I also conduct interviews with parents and guardians, and observations and questionnaires. I used different tools in analyzing word problems like cooperative learning, question and answer and inductive method. This tool aims to increase the ability to analyze different word problems and to have strong partnerships with stakeholders. These are evolved strategies and procedures for helping the small group solve their own problems at the same time learn their democratic principles from their day to day interaction. This is done every day in mathematics and also lunch break.

RESULTS

Using differentiated instruction in analyzing word problems, was able to uplift the aspect of the teaching and learning process of analyzing word problems in the research setting. The indicator of the improvement was the teaching and learning process was a great response in differentiated instruction. Before implementing the action, there were 7 students analyze the word problem, after conducting the action the cooperative learning and other methods, it was increased to 15 students

DISCUSSIONS

The cooperative learning and other methods like question and answer and the inductive method were put into action to upgrade the problem-solving comprehension of grade three students. Since it gives a good result, we will continue to communicate and ask help to stakeholders to continue the program.

KEYWORDS: Differentiated Instruction, Analyzing Word Problem

SUBMISSION ID: R04A-TANAUA-0188

Differentiated Instruction in Teaching

Liza Arcoirez, Department of Education

Abstract

INTRODUCTION
Teaching is a challenging career because of the diversity of pupils that teachers need to conform to and teach every day. Every student is unique having his or her own background, needs and learning styles. It is a necessity for the teachers to vary the kind of instructions that are suited to the level of each student. It promotes student engagement and interest in school. The result of the Mid -Year National Competency-Based Teachers Standards (NCBTS) administered to BCEES faculty shows that one of the top three weaknesses of teachers is the "Diversity of learners". The researcher undertakes this study in order to give teachers and as well as future teachers an understanding of differentiated instruction in teaching that can be used to develop teacher's performance and student's skills and abilities despite the many intervening factors.

METHODS
The descriptive research design with the researcher's made questionnaire is the main instrument used in gathering data. The researchers analyzed the documents available in the framework of integrating differentiated instruction in teaching. The respondents of this study were public school teachers at the Batangas City East Elementary School.

RESULTS
Most of the respondents strongly agreed with the objectives and contents of differentiated instruction while they did agree with the teaching strategy needed in teaching differentiated instruction. Taken as a whole, the respondents strongly agreed that in general the objectives and content of differentiated instruction are still productive and attainable, thus, they can transfer these understandings through authentic performance tasks. In assessing differentiated instruction in teaching in terms of skills and techniques, the majority of the respondents strongly agreed with the indicators mentioned. The entry suggested that the respondents' teaching strategies at this level have developed with little improvement for the benefits of the varied learners.

DISCUSSIONS
The result demonstrates that schools should utilize and strengthen linkages for resource mobilization of differentiated instruction. Teachers need to work on student's differences and learning styles so that all learners will be appreciated and also this will be the basis for instructional planning of the teachers. They may structure purposeful tasks that enable different possibilities, strategies, and products to emerge. They should choose tasks that are linked to real situations so that students engagement will be maintained.

KEYWORDS: differentiated instruction, objectives, methods, issues, differentiation, content,action plan

Differentiated Instruction in Teaching Edukasyon sa Pagpapakatao among Grade 10 Students of Dacanlao G. Agoncillo National High School

Honeyleth Mendoza, Department of Education, Dacanlao G. Agoncillo National High School

Abstract

INTRODUCTION

According to Lara Maupin, Edukasyon sa Pagpapakatao and Differentiated Instruction both have the same objectives to have high regard to the needs of students. They encourage student's motivation, independence, and efficacy. However, there is not enough study that using Differentiated Instruction as a functional literacy strategy for low performing students in ESP is effective in comprehending lessons in ESP. Students performance in EsP shows a low achievement rate. The perceived factor is the use of a traditional classroom. Differentiated Instruction is used in this study to determine its implication in teaching EsP and to test if it has a great impact on student's performance.

METHODS

The descriptive method of research and documentary analysis were applied in the study. The respondents of the study were the total class population of 35 students from Grade 10 Agoncillo. No sampling method was used. The lesson plan and comprehension test were the main data gathering instruments. Three lesson plans about moral issues with sub-topics were made with ways to differentiate instruction as to content, process, and product. A comprehension test was made composed of 25 items on each topic applying macro-skills. Student's performances were analyzed using statistical tools such as frequency, percentage, and ranking.

RESULTS

Students construct the content of the lesson within their interests such as making a poem, songs, posters, interpretative dance, and broadcasting. Students demonstrate the product of their learning based on their learning style and readiness. Activities with differing levels of difficulty such as think pair share, case analysis, reflecting and concept building were chosen by the students. Comprehension test results showed that the majority of the students had very high performance. There were no below average and poor performance. This revealed that DI, as used in teaching EsP, is effective in increasing the academic performance of students.

DISCUSSIONS

The results demonstrate that teaching EsP with the use of differentiated instruction has found to be an effective strategy in increasing student's individual achievement while addressing their individual needs. Activities proposed to supplement teaching EsP using DI support multiple intelligences. There is a need to assess the skills and knowledge of students before creating lesson plans that integrate DI. A compilation of lesson plan that utilizes DI in teaching students with individual learning differences was the action plan of this study.

KEYWORDS: Differentiated Instruction, Edukasyon sa Pagpapakatao, Moral Issues, Content, Process, Product, Learning Style, Multilple Intelligence

SUBMISSION ID: R04A-BATANP-1873

Differentiated Instruction in Teaching Mathematics among Multigrade Classes

Vanessa Hernandez, Angeline E. De Guzman, & Vanessa D. Plata, TPESPA

Abstract

INTRODUCTION
The differences between pupils' mathematical levels are one of the most significant problems among multigrade classes. The fact that they are dealing with two or more grade levels, pupils differ in many ways, some differences will be cognitive, learning style and preferences. The need to improve the math skills of pupils, the increasing demands for activities to facilitate the task of the teacher in a classroom, and the need for differentiation in teaching mathematics have challenged the researcher to come up with the study.

METHODS
The study utilized the descriptive research design with eighty-seven (87) multigrade teachers from Area I to IV in the Division of Batangas as the respondents and used a researchers-made questionnaire to gather the needed information on the use of differentiated instruction (DI) in teaching mathematics. It was the most appropriate design for this study since this research involved the collection and interpretation of various data.

RESULTS
The multigrade teachers evidently implemented differentiated instruction in mathematics through varying the activities pupils use to master the concepts or skills (readiness, interests, learning profile). Some of the strategies used in DI are Interest groups, tool variation, tiered activities, independent study, entry point, learning contracts, cubing, small group instruction, and simulation/games. This was evidently showed that differentiated instruction had a positive effect on pupils' performance. The proposed instructional intervention materials intended to enhance pupils' learning in mathematics are designed to make them gain greater interest in the subject.

DISCUSSIONS
Differentiated instruction is an instructional strategy that recognizes and supports individual differences in learning. Being able to identify the various learning styles of pupils and teaching them with an informed awareness of those differences can assist pupils to achieve a better academic result and improve their attitudes towards learning. However, it was greatly suggested that teachers using differentiated instruction should first administer a learning style inventory to their pupils before implementing differentiated instruction, this will provide the teacher with the necessary information on how to differentiate lessons according to the choice and interest of the pupils.

KEYWORDS: multigrade, differentiated instruction, cognitive, learning styles

Differentiated Instruction in Teaching Mathematics for Grade 9 Classes

Sheryl Sacdalan, Department of Educstion

Abstract

INTRODUCTION
As students enter adolescence, they are making what some researchers assert is the most challenging transition of their lives. To send them on that transition equipped with the self-knowledge of what they are good at, what they enjoy, how to learn something that is challenging for them, and conditions under which they can do their best work is to provide the best possible support for their success in school and beyond. The use of differentiated instruction (DI) in teaching Mathematics in Grade 9 will be of great help to increase the level of performance of the students in terms of their readiness, interests, talents or skills and learning styles especially in heterogeneous groupings of students.

METHODS
This action research utilized the experimental design since its main purpose was to determine the effectiveness of DI and its possible effect on the mean gain scores on the achievement of students on a three-day lesson in Grade 9 Mathematics. Two groups were taught the same lessons for three days. The control group was taught using single teaching with a similar activities approach while the experimental group was taught using DI with six groupings of students for the three days duration. Two regular sections were included in the study out of the eight Grade 9 sections that the school has. Both groups were given the pre-test and post-test. The results of the pre-test and the post-test were compared to determine whether using DI is effective or not.

RESULTS
The pre-test reveals that the control group has an MPS of 29.231 (SD= 2.098) while the experimental group reported a MPS of 30.000 (SD=1.782) which is a little higher.
The experimental group of students who were exposed to DI obtains MPS of 77.018 (SD=2.424) while the control group who were taught using the traditional method obtain MPS of 75.214 (SD=2.339) in their post-test.
The result showed that the post-test scores of the experimental groups taught with DI is remarkably better as compared to those which were taught the traditional approach.

DISCUSSIONS
The results show that there is an improvement in the groupings of students both in the control and experimental group but significant improvement was shown for the students taught using DI. It should be used in teaching students in Mathematics especially in heterogeneous classes because it improved their classroom performance. Although tedious on the part of the teachers, they should be encouraged to prepare and use DI to motivate students to participate actively in class discussions.

KEYWORDS: Differentiated Instruction (DI), heterogeneous groupings, control and experimental group

SUBMISSION ID: R04A-LIPAC1-0096

Differentiated Instruction Used in Teaching Subtraction of Two - to - Three Digit Numbers among Grade Two Pupils of Malagonlong Elementary School

Lani Diaz, Department of Education - Division of Lipa City

Abstract

INTRODUCTION

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. This study is deemed relevant to remind school administrators and teachers that differentiated instruction is indeed an effective strategy in teaching subtraction of 2 to 3 digit numbers. Most importantly those teachers are aware that learners have a different way of learning. This study used differentiated instruction in teaching subtraction of two to three digit numbers among Grade Two pupils in Malagonlong Elementary School.

METHODS

The descriptive method of research was applied with the lesson plans as the main data gathering instruments. The respondents of the study where 42 pupils in Grade 2. The statistical tools used in the study where frequency, percentage, and ranking. The researcher uses the descriptive method to know that the students easily understand the lesson. The study applied the documentary analysis of differentiated instruction and writing a lesson plan. The statistical tool that we used were frequency, percentage and ranking.

RESULTS

The study revealed that Primary pupils enjoyed subtracting 2 - to- 3 digit numbers with and without regrouping using differentiated instruction. Using the differentiated instruction tapped multiple intelligence of learners thereby enabling them to perform better in Mathematics as compared to their previous performance using one-fits-all activity. To raise the level of performance of the Grade II pupils in "Subtraction", the proposed activities are drills, games, and group activity. the study showed that using the differentiated instruction enabled pupils to learn the lesson at a different rate and level.

DISCUSSIONS

From the findings of the study, the following may answer. Differentiated instruction was distinct to have "subtraction without regrouping" and "subtraction with regrouping". The lesson in "subtraction" in which differentiated instruction may be applied was about "subtraction without regrouping" and "subtraction with regrouping". The majority of the pupils have very high performance on a lesson about "subtraction without regrouping" and "subtraction with regrouping". The proposed materials to supplement the use of differentiated instruction in teaching "subtraction" were laptop, television, projector and differentiated activities.

KEYWORDS: Differentiated instruction, subtraction, strategy

SUBMISSION ID: R04A-LIPAC1-0043

Differentiated Instructions as Integral Part of Elln Program in Teaching Grade 2 Mathematics

Marlou Borlasa, Department of Education, Tabaco City Division

Abstract

INTRODUCTION

Differentiated Instruction (DI) is a teaching method in which teachers adapt their instructions to accommodate a variety of learning needs. It is an integral part of the Early Language Literacy and Numeracy Program of the Department of Education. It is the intervention used by the researcher to test its effectiveness among the Grade Two learners in Sagurong Elementary School. It was used along with their Mathematics subject. This research was funded by the Department of Education through the Basic Education Research Fund.

METHODS

This study employed a descriptive research method. The total population was included which means that the researcher did not use any of the sampling designs. There was a total of 84 learners and 2 Grade II teachers. There were two sets of research instruments intended for the learners and the teachers. While the pupils underwent a 30-item pre/post-tests, the teachers were requested to answer the questionnaire-checklist meant to identify the difficulties they encountered in teaching Mathematics using DI.

RESULTS

The researcher found out that the use of DI in teaching Grade II Mathematics was effective as shown by the results of the pre-test and post-test. The learners got a Performance Level (PL) of 23.5% during the pre-test which was too far below the planning standard of 75%. The pre-test was given before the intervention was employed while the post-test was given after the six months of teaching using DI. The learners got an average of 77.5 % PL during the post-test which exceeded the planning standard.

Another proof that DI was effective in teaching was the result of the least mastered skills which the researcher obtained by using item analysis. It showed that there were 11 identified least mastered skills during the pre-test but only 3 during the post-test. Thus, the use of DI in teaching the Grade II Mathematics improved the academic performance of the students under study.

The two Grade II teachers claimed that DI is time-consuming. They stated that DI also takes longer than the allotted time for the Mathematics period. These were the problems encountered by the Grade II teachers teaching Mathematics in Sagurong Elementary School.

DISCUSSIONS

Teachers then should maximize the use of Differentiated Instruction in teaching. They may try using it with other subjects or other grade levels and test their effectiveness. Since the preparation is longer than usual, teachers may consider preparing the materials ahead of time for them to become confident in teaching.

Differentiated Instructions Done by the Teachers: Basis for Plan of Actions

Carine Medrano, Department of Education

Abstract

INTRODUCTION

The teacher plays a vital role in the teaching-learning process. She should know the abilities of each and every pupil in her classroom. She should give instructions that are suited to the pupil's abilities and capabilities.

In connection with this, differentiation is a classroom practice that looks eyeball to eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to take the whole range of kids on learning. (Tomlinson, 2001)

Differentiated instructions are just one of the ways or methods in dealing with pupils differences through differentiated activities. It is a systematic approach to planning curriculum and instruction for academically diverse learners; with the goals of honoring each pupil's learning needs and maximizing each pupil learning capacity.

Banking on various information and facts which were gathered and enumerated, the researcher as a Grade 6 teacher in Tambo Elementary School, Lipa City West District, School Division of Lipa City became interested in pursuing this study. The attempt is inspired by the desire to identify the lived experiences of Grade 6 pupils on the implementation of differentiated instructions.

METHODS

The researcher applied the descriptive and qualitative methods of research in analyzing the data. The study used 140 Grade 6 pupils from Tambo Elementary School, Division of Lipa City, Batangas. The case study focuses on the pupils who were given differentiated instructions to discover their strengths and weaknesses. In order to analyzed and interpreted the data that was gathered from the respondents, the researcher used an open-ended questionnaire and get a percentage of the ratings.

RESULTS

The case study showed that differentiated instruction plays a vital role in inclusive education. Our classroom is filled with a diverse group of pupils, including gifted students and others with learning difficulties or disabilities. Differentiation, as the approach used in this case study, encourages teachers as well as pupils to be individuals with great expectations among themselves.

DISCUSSIONS

Differentiated instructions need to be used together with other approaches and methods to minimize learning failure. These methods actually reduce the need for extensive differentiation as they ensure that, almost all pupils understand the concepts, learning, and skills being taught.

KEYWORDS: differentiated instructions, teaching-learning process, diverse learners

SUBMISSION ID: R04A-LIPAC1-0059

Differentiated Instructions: An assessment tool in enhancing teaching and learning process

Annalyn Mojica, Teacher

Abstract

INTRODUCTION

Differentiation is rooted and supported in literature and research about the brain. Evidence suggests that, by instructing through multiple learning pathways, more "dendritic pathways of access" are formed or created. A lot of Information is acquired through the five senses: (sight, smell, taste, touch, and sound) or by creating cross-curricular connections. Further, some theory of Multiple Intelligences identified eight distinct intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal and naturalist. This is important when looking at how students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.

METHODS

A multiple methods design was used. An important part of differentiated instruction and assessment is determining what students already know so as not to cover material students have mastered, or use methods that would be ineffective for students. Teachers must assess regularly to inform instructional strategies, learn about each student's readiness, interests, and learning preferences and to improve student learning.

RESULTS

The product is essentially what the student produces at the end of the lesson to demonstrate the mastery of the content: tests, evaluations, projects, reports, or other activities. Based on students' skill levels and educational standards, teachers may assign students to complete activities that demonstrate mastery of an educational concept (writing a report), or in a method the student prefers (composing an original song about the content, or building a 3-dimensional object that explains mastery of concepts in the lesson or unit).

DISCUSSIONS

The goal of differentiated instruction is to make certain that everyone grows in all key skills and knowledge areas, encouraging students to move on from their starting points and to become more independent learners. When parents come to school and talk about their children, they share their perspectives with the teacher. The teacher views the student more broadly, specifically in relation to students of the same age and in light of developmental benchmarks. The parent, on the other hand, has a deeper sense of the student's interests, feelings, and changes over time.

KEYWORDS: differentiated instructions

SUBMISSION ID: R04A-CAVITP-0831

Difficult Behavior of Grade Six Pupils as Basis for Coping and Enhancing Teaching Strategies

Francia Salapare, Department of Education

Abstract

INTRODUCTION

Generally, no matter how hard we strive, the difficult behaviors of misguided and delinquent children have ever since been a problem to our educational system. Even the most effective or high morale school, problems arise. The teacher being the key agency to the educational system must be imperative to diagnose the case, determine its contributing factors and act on it with extra care, patience, kindness, and firmness. The school, therefore, cannot be better than the teachers who staff and operate it. To a considerable degree, "Good teaching is Good Discipline. Good teaching resolves around curriculum, preparation, effective instruction, and appropriate assessment or evaluation.

METHODS

To gather the needed data and information for the solution of the problem - the ff: instruments and techniques were used: (1) anecdotal record (2) diaries (3) portfolio (4) pupils profile (5) school record of the guidance counselor (6) actual interview and (7) personal data bank. The descriptive method was used in this study. This method was chosen since the main purpose of the investigation was to determine the difficult behaviors of the grade 6 pupils, according to the frequency of occurrence. Respondents of the study consisted of 278 grade 6 pupils, 149 M, and 129 F; and the 5 grade 6 teachers of San Juan West CS.

RESULTS

The difficult behaviors committed by the children according to the frequency of occurrence assessed by the grade teachers are as follows: LATE COMER:-one who does not report to class on time. TRUANCY-one who often stay away or is absent from class without good reasons. BULLY -one who takes advantage of his size and strength by harassing or beating younger or weak ones. VANDALISM- destroys something attractive tor useful without reason.

DISCUSSIONS

Children of today are difficult to handle. They have no more regard for authority and disregard rules. The school is the surveyor of good behavior. It is the place aside from home where learning in calculating and internalizing values takes place. But if children in school misbehave, ignore rules and regulations, defy authority and disrespect people, then we can easily trace where the failure lies. The school is one of the most vital agencies in the reformation of society, must take big and decisive stride of change. The teacher is a major potent factor, in pupil's learning should be highly trained academically and must strongly adhere to his commitment and dedication. Above all, parents play the most vital role in molding their children.

KEYWORDS: latecomer, truancy, bully , vandalism

**Difficulties Encountered By Grade 10 Learners in Mathematics
Concepts in Tuy National High School, Tuy, Batangas**

Gemma Baes

Abstract

INTRODUCTION

Students at Tuy National High School were struggling in learning Mathematics. Based on the result of the 2015 National Achievement Test, Grade 10 students got a low result in Mathematics with an MPS of lower than fifty percent. Because of this, the researchers concluded that the students have difficulties in learning Mathematics and hope to identify it and think of some instructional strategies such as intervention programs that will be effective in helping students cope with these difficulties.

METHODS

The descriptive survey method was utilized in this study. Its major objective is to determine the perceived difficulties in learning Mathematics in terms of curriculum, learning process, assessment, learners' materials, and learning environment. This study utilized a survey questionnaire. The respondents of this study were composed of 93 Grade 10 learners of Tuy National High School. The data obtained were treated statistically using Percentage Ranking, Weighted Mean, Mean percentile Score, Standard Deviation and Pearson r.

RESULTS

Results showed that most male learners have found difficulties in learning Mathematics. The perceived difficulties encountered by Grade 10 learners were assessment, curriculum, learners' materials, learning process, and learning environment. The students had no mastery of the competencies in Mathematics 10 since the computed MPS was lower than the expected passing scores. Most of the competencies were not mastered which implies that the students encountered difficulties in almost all competencies in Mathematics 10. It was also showed that there is no significant relationship between the gender profile and perceived difficulties in learning Mathematics. On the other hand, there was a significant relationship between the age profile and the perceived difficulties. A proposed intervention plan was designed to serve as a basis to improve students' learning in Mathematics.

DISCUSSIONS

Based on the findings, it is recommended that Mathematics teachers must be alert in identifying the perception of difficulties in learning Mathematics encountered by the learners; that the students' study habits should be improved for them to have better learning in studying Mathematics; that the students' prior knowledge on the lessons in Mathematics 10 should be strengthened and improved by giving them more time in learning and some sets of activities to improve their mastery of the lessons; and that the students must be encouraged to have positive ideas and attitudes in learning Mathematics.

KEYWORDS: difficulties, learning, Mathematics, assessment, intervention

Difficulties Encountered by Grade 7 Students of Lumbang na Matanda National High School in Solving Mathematics Word Problems

Rodel Bautista, Department of Education

Abstract

INTRODUCTION

Problem-solving is the heart of mathematics. According to the "National Council of Supervisors of Mathematics" (NCMS) problem solving is the process of applying previously acquired knowledge to new and unfamiliar situations. It has been a necessary skill not only in Mathematics but also in daily living. This study aimed to identify the factors that affect the performance of the grade 7 students in solving mathematical word problems as well as the role of the teacher in uplifting the level of performance of their students.

METHODS

The descriptive method of research was utilized by the researcher. Through thorough reading and researching, a questionnaire was successfully equipped. Ninety (90) students from Grade 7 answered the questionnaire. Several statistical tools were also employed to acquire accurate results.

RESULTS

Based on the result of the questionnaire given, here are the top five (5) factors or the difficulties they encountered, a. reading comprehension- they can read but they can't understand, b. difficulties in translating mathematical phrases to symbols c. A lack of interest and focus d. teaching strategies of the teacher and e. lack of practice. There are two best practices that a teacher must continue in teaching, a. using games and b. using videos to motivate learners.

DISCUSSIONS

The result showed that the teacher must use varied different strategies in teaching how to solve mathematics problems like using games and videos. This is to maintain the focus, alertness, and interest in the discussions. More practices in translating mathematical phrases into symbols and other skills in mathematics must be utilized. There must be more time in reading and solving mathematics problems to improve the skills of the learners with the guidance and help of the teacher. Remedial classes and proper motivations were suggested for better results.

KEYWORDS: difficulty, mathematics word problems, problem solving

SUBMISSION ID: R04A-BATANP-2044

**Difficulties Encountered By Grade 8 Students in Solving Rational
Algebraic Expression Word Problems at Dagatan National High School**

Rosemarie Carcole, Dagatan National High School

Abstract

INTRODUCTION

Every individual is unique. Each individual differs from one another in any aspect of life such as physical, psychological, social, and religious. Differences can be encountered in hobbies and interests such as subjects in school. Mathematics is a subject that often takes for granted because of the idea that it is difficult. It is saddening to know that many students reject the study of Mathematics on the grounds that it has no emotional appeal or too abstract, too barren and too impractical. But if they realize its importance they may love it, because it possesses truth and supreme beauty. In the study of Algebra, solving word problems on the Rational Algebraic Expressions is necessities. The researcher, being a Mathematics teacher herself observed that most of her students have a hard time solving algebraic problems and equations.

METHODS

The descriptive method was used to determine the difficulties encountered and proposed remedies for the students regarding the problem on how to make the students understand problem-solving. The respondents of the study were the fifty select students from the eight sections of grade 8 (SY 2018-2019). Through the support of the school head and department head, the study was pursued. The researcher looked for some related studies regarding the problem. The questionnaire was used to gather information from the respondents. The response was tallied and analyzed. Weighted Mean was used to determine which among those given factors of difficulties encountered affect much on the learning of the students as well as the remedies.

RESULTS

After the results were tallied, analyzed and statistically treated, it was made certain that several difficulties do exist in the Mathematics classes. Apparently, students' performance was also affected by these difficulties encountered. With this, a plan of action to remedy this malady was constructed and applied. This plan of action highlights some activities which were done to minimize if not totally eliminate the existence of fear in solving word problems.

DISCUSSIONS

After the results were tallied, analyzed and statistically treated, it was made certain that several difficulties do exist in the Mathematics classes. Apparently, students' performance was also affected by these difficulties encountered. With this, a plan of action to remedy this malady was constructed and applied. This plan of action highlights some activities which were done to minimize if not totally eliminate the existence of fear in solving word problems.

KEYWORDS: difficulties, algebra, word problem

SUBMISSION ID: R04A-BATANP-1745

Difficulties Encountered by Grade Four Pupils in Multiplying Numbers in Nasugbu West Central School

Cecilia Borja, Department of Education, Batangas Nasugbu West

Abstract

INTRODUCTION

Tracking Mathematics fundamentals has to be a successful task for the teacher of Mathematics. Teaching the basic skills in Mathematics to Grade IV pupils is a critical phase since what the Grade IV pupils learn and retain in their minds spell out the difference in their skills as they learn high school Mathematics.

The researcher has been encountering such problems particularly in multiplication among Grade 4 pupils. This problem has been raised by many Mathematics teachers both elementary and secondary. As the researcher went along with her observations, she had also taken into consideration the different scenarios in the teaching multiplication among pupils in Nasugbu West Central School.

METHODS

This study is a descriptive type of research since the researcher aimed to determine the difficulties encountered by Grade four pupils in Nasugbu West Central School. The participants of this study were fifty (50) Grade Four pupils and studying at the Nasugbu West Central School. The fifty pupils were randomly selected using a purely random sampling method.

RESULTS

The pupils found difficulties in multiplying numbers, the results of this study showed that 1) Most of the pupils failed in the multiplication test given by the researcher. 2) There are real problems that the pupils meet in multiplication. 3) There are prescribed solutions to the said problems provided by the researcher. 4) The designed intervention program is made by the researcher to enhance the multiplication skills of the pupils.

DISCUSSIONS

The results demonstrate the need for improving the skills of the pupils in Mathematics through the different teaching strategies and techniques in teaching Mathematics and the prescribed solutions which can contribute to the enhancement of the pupils' multiplication skills.

KEYWORDS: Difficulties, Multiplication, Grade Four Pupils, Mathematics, Solutions

Difficulties Encountered By Grade Iii Pupils in Translating Word Problems Into Symbols

Joanna Mari Enriquez, Department of Education - Batangas Province

Abstract

INTRODUCTION
For many students, one of the hardest parts of Mathematics "word problems". The difficulty in the translation between English (for example) and Mathematics and vice versa. Because Mathematics is such dense language, every symbol matter; most pupils are not accustomed to reading that carefully. Problem-solving has been and will be a necessary skill not only in Mathematics but also in everyday living. Part of problem-solving is to translate word problems into mathematical sentences. However, pupils, especially in grade school, have difficulties in analyzing and interpreting word problems. They can easily perform an indicated operation but when this is given in verbal forms, pupils need to first identify what operation is involved by translating this into a mathematical sentence before actually performing the operation and arriving at the correct answer.

METHODS
The study used descriptive quantitative research that aims to identify the difficulties encountered by the respondents in translating the word problems into symbols. A researcher made test was administered in the study to determine the difficulties of the pupils in translating mathematical problems into symbols. The test consisted of twenty items involving addition and subtraction. The test was during the Math class. They were given an allotted time in solving within 50 minutes.

RESULTS
Based on the study, it was concluded that the pupil's ability in solving problems depends on how they translate phrases into mathematical symbols. There common problems encountered by pupils are a misinterpretation of the problem, lack of comprehension of the problem, incorrect use of operation, carelessness, interchanging values and unfamiliar words. Among the difficulties, lack of comprehension is the major reason why pupils have struggle in translating word problems into symbols.

DISCUSSIONS
Problem-solving is a difficult task as it involves a lot of steps. Pupils have to hurdle challenges in going from one step to another although the steps may necessarily have to be taken in a sequential manner. Some of the processes in solving word problems involving reading comprehension and how pupils make a plan. This is where the study focused on because it includes the ability of the pupils to translating worded problems into mathematical sentences.For further study, the researcher recommends studying the difficulties encountered by pupils in performing necessary operations in problem-solving.

KEYWORDS: mathematical sentence, word problems, mathematical symbols

SUBMISSION ID: R04A-BATANP-1486

Difficulties Encountered by Grade IV-VI IP Pupils of Putingkahoy Elementary School in Solving Word Problems in Mathematics

Julieta Abaday, Rechilda Balbastro, & Sherlie Lumanglas, Department of Education

Abstract

INTRODUCTION
Putingkahoy Elementary School is a school with IP pupils, Aetas in particular. Knowing that many pupils have difficulties in solving word problems in Mathematics, but among them, IP pupils are the most. Based on the previous teachers of Grade IV-VI IP pupils, they derived for only one perception with regards to their problem-solving abilities and performance. Our government today focuses on them and there are so many programs and projects for them, that's why they have to take into consideration. It is in this context that this action research was undertaken, that is, to identify the difficulties encountered among IP learners.

METHODS
The study used descriptive quantitative research that aims to identify the difficulties encountered by the respondents in solving word problems.
The problem-solving the type of test was administered in the study to determine the difficulties of the pupils in solving Mathematical problems. The test was given during their Mathematics class. They were given an allotted time in solving word problems within 50 minutes.

RESULTS
As identified from the participants' answers to the ten-item test in the form of a questionnaire, the common difficulty committed by the pupils were unable to proceed with the solution to a problem. The results of the study show that the difficulties of the pupils in problem-solving are the inability to determine for the operation to be used, inability to translate the problem into number sentences, inability to solve the problem and inability to check and state the correct answer.

DISCUSSIONS
The findings of the study suggest a focus on teaching mathematical concepts and formulas to pupils and a need to expose them with a variety of math problem types, which will require them to think analytically by trying different problem-solving strategies that are appropriate to solve problems. It requires an authentic dedication in part of the facilitator when it comes to handling IP learners to achieve the best results.

SUBMISSION ID: R04A-BATANP-1096

Difficulties Encountered by Teachers in Action Research Writing

Michael M. Uy, Department of Education, BERF Funded

Abstract

INTRODUCTION

The Research Program of Department of Education was intensified to increase the scientific approach in solving problems and issues in the classrooms. This intention was also the objective of Sorsogon City Division in their Division Research Program. From the launch of the Division Research Program, called Project SALIKSIK, the Division Research Committee has intensified training and orientations about Basic Education Research Fund, however, few teachers in the Division answered this call. Thus this research was conceptualized to find out the difficulties experienced by teachers in doing action research and the level of difficulties they experienced in each component of action research.

METHODS

The research used both quantitative and qualitative methods in analyzing and presenting the data. It further utilized a descriptive and interview method to deepen the results and findings of the study. Respondents of the study were the teachers of secondary and elementary schools in the Division that underwent the Division Action Research Orientation. This also included the teachers that were trained under the program.

In analyzing the results of the study, the researcher employed frequency, weighted mean, percentage, and ranking. Several foreign and local literature and studies that have a relation to this research were employed to strengthen the comprehensive presentation of the present study.

RESULTS

The findings of the study revealed that teacher - respondents find the following factors contributory to the difficulties in doing action research. These are the factors of financial support, time to conduct research, training for teachers about research and incentives in research. The different components of action research like defining the action research problem, writing literature, writing methodology, sampling, data collection, ethical issues, plan for data analysis, organizing time table, planning costs estimates, dissemination and advocacy, writing findings, conclusions and recommendations are all interpreted as "hard". The components of writing scope and limitations and writing references are viewed by the respondents as "moderate".

The level of interests of teachers of Sorsogon City Division in doing action research is adequate. A program intervention is designed to address the prevailing difficulties experienced by teachers in action research writing in the City Division of Sorsogon.

DISCUSSIONS

There are factors relevant to the conduct of action research that contributed to the difficulty of teachers due to their inadequacy. In deepening the difficulty, there are components of action research labeled as "hard" and "moderate" by respondents. The majority of the components were interpreted as hard. Although there was this difficulty, the level of interest of teacher respondents in doing action research as revealed by the study is adequate and with this positive interest, program interventions are necessary for addressing the difficulties encountered by the teacher - respondents.

KEYWORDS: teachers, action research, difficulties encountered

SUBMISSION ID: R005-SORSOC-0000

Difficulties Encountered by the Grade 1 Pupils in Mathematics

Arsenia Cueto, Department of Education - Batangas City

Abstract

INTRODUCTION

The future of tomorrow's education is in the hands of today. And a big part of a child's education is learning Mathematics. At the very early age of the pupil's Mathematics already exist. But children nowadays find this subject a big problem on their part. They close their ears when hearing numbers and cross their eyes when reading mathematical symbols and operations. They even hesitate to listen to the discussion. But we cannot escape from Math. Every year of our life Math is in there. So we need to give attention to this. But we cannot deny the fact that Mathematics is a very difficult subject. So we should encourage a change in the way we view Math especially the pupils. It should not be hard; instead, it should be interesting for the pupils to appreciate the subject.

METHODS

The researcher used the descriptive method of research to determine the difficulties encountered by the grade 1 pupils in Bagong Silang Elementary School in Mathematics. It involves one hundred four pupils who took Mathematics. A self-structured questionnaire was used to determine the difficulties and the performance was determined based on the final grade of the pupils. The statistical tools used in this study are frequency distribution to determine the responses for every item in the questionnaire, the percentage to determine the magnitude of a part compared with the whole, ranking to determine the positional importance of the items of frequency count and percentage.

RESULTS

It was found out that as to the performance of Grade 1 pupils in Mathematics using their final grades obtained, the majority falls under the low o and very low average level. The difficult part of the lesson that burden the pupils are adding/subtracting numbers including money with or without regrouping and analyzing word problems. Based on this results teacher of grade 1 pupils in Mathematics should really take in charge of making this situation simpler. They should demonstrate positive attitudes towards Math and to our pupils to encourage them to have an interest in learning Math.

DISCUSSIONS

Based on the findings of the study, teachers should give emphasis on the difficulties encountered by the pupils in Mathematics to improve the performance in Math. We should change how the pupils view math activities and lessons for them to cooperate in the teaching-learning process in order to enhance the ability of the pupils. Still, teachers are the mind shaper of the pupils.

Difficulties Encountered by the Selected Grade Two Pupils in Reading Comprehension in English at Bawi Elementary School

Cathy Matibag & Cora Ferrera, Bawi Elementary School

Abstract

INTRODUCTION
Reading is a basic skill necessary for success in other areas of study, and it can lead to lifetime pursuit learning critical thinking and enjoyment. The ideas gained in this activity serve as insights in understanding the meaning of life in its varied phases manifested in human interaction. In our K - 12 Curriculum it is given emphasis to maximize the development of knowledge, skills, abilities among children. Based on the result gathered in the Reading Assessment for Grade Two pupils in Bawi Elementary School, this research focuses on how to develop not only reading skills but also to uplift the level of understanding in line with comprehension.

METHODS
The descriptive type of research was used in the study to find out the performance of the reading comprehension of the pupils. The respondents of the study were 35 pupils from Grade Two in Bawi Elementary School. The researcher provided a test as the primary instrument in determining the performance of reading comprehension skills of selected grade two pupils at Bawi Elementary School.In addition to these, this test was used to determine the performance of the respondent in comprehension skills in English.

RESULTS
The researchers found out that most Grade Two pupils encountered difficulties in Reading Comprehension in English for the reason that they do not understand what they have read and cannot answer the questions correctly based on the story. The teacher should use powerpoint presentation and video clips in teaching as a form of his strategy to motivate and catch up pupils attention and be more interested in reading. The strategies or techniques to be used were using powerpoint or video clips as an instrument for teaching. It helps the pupil to easily understand the story read and answer all the questions given. Aside from these, there should have a remedial reading, followed by question and answer based on the story. The teacher should have to provide reading materials and spend more time and effort to improve reading and comprehension skills.

DISCUSSIONS
To show its effectiveness, Reading activities should be done religiously by the teacher. Some of the activities to be conveyed to pupils were the proper sounding of letters, phoneme drills like the CVC or CCVC pattern and flashing of cards in teaching through games. There should be a training/seminars for the teacher in order for them to enhance their teaching styles on how the Reading comprehension skills of the pupils will be improved.

KEYWORDS: Difficulties, Reading comprehension

Difficulties Encountered by the Selected Grade Two Pupils in Reading Comprehension in English at Bawi Elementary School

Cora Ferrera, Bawi Elementary School

Abstract

INTRODUCTION
Reading is a basic skill necessary for success in other areas of study, and it can lead to lifetime pursuit learning critical thinking and enjoyment. The ideas gained in this activity serve as insights in understanding the meaning of life in its varied phases manifested in human interaction. In our K - 12 Curriculum it is given emphasis to maximize the development of knowledge, skills, abilities among children. Based on the result gathered in the Reading Assessment for Grade Two pupils in Bawi Elementary School, this research focuses on how to develop not only reading skills but also to uplift the level of understanding in line with comprehension.

METHODS
The descriptive type of research was used in the study to find out the performance of the reading comprehension of the pupils. The respondents of the study were 35 pupils from Grade Two in Bawi Elementary School. The researcher provided a test as the primary instrument in determining the performance of reading comprehension skills of selected grade two pupils at Bawi Elementary School.In addition to these, this test was used to determine the performance of the respondent in comprehension skills in English.

RESULTS
The researchers found out that most Grade Two pupils encountered difficulties in Reading Comprehension in English for the reason that they do not understand what they have read and cannot answer the questions correctly based on the story. The teacher should use powerpoint presentation and video clips in teaching as a form of his strategy to motivate and catch up pupils attention and be more interested in reading. The strategies or techniques to be used were using powerpoint or video clips as an instrument for teaching. It helps the pupil to easily understand the story read and answer all the questions given. Aside from these, there should have a remedial reading, followed by question and answer based on the story. The teacher should have to provide reading materials and spend more time and effort to improve reading and comprehension skills.

DISCUSSIONS
To show its effectiveness, Reading activities should be done religiously by the teacher. Some of the activities to be conveyed to pupils were the proper sounding of letters, phoneme drills like the CVC or CCVC pattern and flashing of cards in teaching through games. There should be a training/seminars for the teacher in order for them to enhance their teaching styles on how the Reading comprehension skills of the pupils will be improved.

KEYWORDS: Difficulties, Reading comprehension

SUBMISSION ID: R04A-BATANP-0387/ R04A-BATANP-0391

**Difficulties Encountered in Mathematics By Grade Vi Pupils in the
Public Elementary Schools of Tanauan City East District: Basis for a
Proposed Action Plan**

Rose Ann Tecson, Department of Education

Abstract

INTRODUCTION

Mathematics as a subject affects all aspects of human life at different levels. It is common knowledge that mathematics is a dull, difficult and disliked the subject. This perennial impression poses hard work in exploring possibilities and alternation on how to teach mathematics effectively and profitably.

In the vent of this fear, the researcher believes that mathematics and the difficulties encountered can be remedied and that the subject can be studied and taught with success. Likewise, enjoyment can be desired and achieved by our pupils. New methods and reorganization of the traditional content of matter have been done.

METHODS

The purpose of the study was to determine the difficulties in mathematics among the Grade VI pupils in public elementary schools of East District and the cause of their difficulties.

Descriptive studies gave essential knowledge about the nature of objects and persons; they play a vital role that develops the instruments for the measurements of many things.

The methods used were percentage and ranking, finding the weighted mean and the T-Test.

RESULTS

The respondents of the study found Mathematics as a difficult subject; generally, on finding the areas, percentage, lessons on decimals, fractions and problem solving; That most of the respondents got a grade range from 76-80. This may imply that there must really a problem with the respondents coping with the Mathematics subject that is why they considered it as a difficult subject. That there is no significant difference between the perceptions of the teachers and pupils' respondents on the difficulties encountered by Grade VI pupils in Mathematics; That the factors such as pupil, teacher, home, school facilities, and parent generally moderate affect their academic performance.

DISCUSSIONS

School heads, teachers and even parents/guardians may have a quarterly meeting to track pupils' achievement. School facilities may also have been given resources for the better and child-friendly environment for the pupils. Parents may also have a time-allotment for their children in order to enhance their study habits. Teachers may provide samples and concrete objects that they can touch or even involve themselves in the lesson. Sometimes, pupils fail at working out such a math problem they don't understand the concept of the question. Teachers may find strategies and techniques where pupils learn better. Teachers can also collaborate with other colleagues about the best practices they do and then apply it if possible.

**Difficulties Encountered in Solving Word Problem in Mathematics
among Grade I Pupils in Solo Elementary School**

Suzette Albo

Abstract

INTRODUCTION

One of the interesting concerns about learning Mathematics is the fact that it develops the mind to solve problems that need higher order thinking skills. These problems and puzzles created curiosity and challenged the ingenuity of individuals. The forgoing gave interest to the researcher to conduct the present study due to the difficulties of the pupils in solving word-problem.

METHODS

A descriptive method was used to determine the difficulties encountered by grade 1 pupils in solving word-problem. For this study, the researchers used 35 pupils as respondents, 16 of whom are male and 19 are female to represents the sampled population. The questionnaire was used as the major data gathering instrument. The data gathered were tabulated and organized for analysis and interpretation.

RESULTS

The researcher found out that though most of the time, the approach towards word problem is not that positive, pupils still understand the concept of word problems and the negative view about it can still be turned into a positive approach. To sum it up, more often than not, pupils taking Mathematics subject just want direct solving and computation. They simply don't like analysis and only want convenience.

DISCUSSIONS

The results revealed that the causes of pupils' difficulties were text difficulties, unfamiliar contexts in problems and using inappropriate strategies. Aside from paper and pencil, the use of real objects to teach math problems is needed. Giving different assignments to different pupils based on their level of ability and providing step-by-step instructions can maximize success. The researchers concluded that the more the word problem is being perceived as a problem related to another subject, because of the word mixture, work and distance the more the pupils find them difficult than those word problems perceived as directly related to math

KEYWORDS: difficulties, curiosity, ingenuity

SUBMISSION ID: R04A-BATANP-0960

Difficulties Encountered in Utilizing Different Approaches in Teaching Kindergarten in District II

Donna A. Balmes & Keizeelyn A. Doce, JAPMES

Abstract

INTRODUCTION

Teachers as the most important mechanism in the information of well-developed learners should always be intelligent enough to think and produce lots of approaches in teaching Kindergarten. He should know the capabilities of each learner in coping with the different ways of how they learn. If he knows the proper approaches to be used, he could easily catch the attention of the learner. This study will be able to find out difficulties encountered by Kindergarten teachers in District 2, Division of Batangas City, SY 2017-2018 in utilizing teaching approaches that will serve as their basis for an action plan.

METHODS

This study used the descriptive method of research since it focused on the description of the circumstances obtaining in the venue of the study. The instrument used in this study is a survey questionnaire. The researcher also used informal interviews and observation relative to the research variables to supplement the data gathered from the questionnaire.

RESULTS

Based on the rate of the respondents, the most used teaching approaches by the kindergarten teachers is the developmentally - appropriate approach. This is because the tasks required for pupils are within their developmental stages. Also, a stronger understanding of the students' values and habits has been proven to be the most serious problem by kindergarten teachers.

DISCUSSIONS

A teacher plays a vital role within a few hours in the classroom by delivering the daily specific planned content which is part of the curriculum for a specific grade. It depends on the teacher to plan it out and use effective strategies for instructional deliverance. The determined teaching approaches and difficulties encountered by the respondents in teaching Kindergarten in District 2, Division of Batangas City will be a great help to teachers to use the appropriate teaching approaches that best suit the learning style of the students. The teacher should not only focus on pedagogical skills but also learning environment that must address the students' personal needs. From the result of the study, an action plan is suggested to overcome the difficulties encountered in utilizing teaching approaches best suited for the learners.

KEYWORDS: utilizing, approaches,

SUBMISSION ID: R04A-BATANC-0268

Difficulties Faced By ABM Students in Taking Abm Strand

Bianca Ysabelle Belando, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

This research has endeavored to know the various difficulties faced by students in taking the ABM strand. One of the strands under the Department of Education senior high academic track is ABM. This comprises accountancy, business, and management courses that prepare students in the corporate world. Some students landed into the strand of ABM as their choice the course themselves; others followed to be with their friends who chose ABM. Hence, there are difficulties students are suffering from which paved the way for the researcher to study. This study has tried to reveal the difficulties faced by ABM students, reasons why ABM students experienced those difficulties, the effects brought about by these difficulties, and the coping mechanisms of the students.

METHODS

A case study was used in analyzing the difficulties of ABM students. The purposive sampling was utilized to investigate the 10 students of Grade 11 coming from different sections of General Mariano Alvarez Technical High School. Participants were interviewed carefully and transcribed all the uttered words of the respondents

RESULTS

It was found out that the difficulties faced by ABM students are time management, problem-solving and school works. Furthermore, this study revealed that students suffered from difficulties as caused by anxiety on the subject topics, and lack of knowledge and solutions to counteract are the problem. Thus, these difficulties affect their study habits. Sometimes they are motivated to study more in order to overcome the difficulties.

DISCUSSIONS

The findings show the need for the students to give more time and focus on the lesson or topics they perceived to be difficult. They should not be scared to approach the teacher regarding the lesson and the parents' regular monitoring should back them up. As has been observed to be their defense mechanism, students should make advance preparation and studying of the lessons.

KEYWORDS: Difficulty, faced, Business

Difficulties in Dealing Pupils with Behavioural Problems at Paaralang Elementarya ng Buhaynasapa

Anastacia Mendoza, Teacher

Abstract

INTRODUCTION

Behavior is the range of actions and mannerisms made by organisms, systems, or artificial entities in conjunction with their environment, which includes the other systems or organisms around as well as the physical environment. It is the response of the system to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert and voluntary or involuntary. It may range from mild, short-lived periods of unacceptable behavior, which are common in most children, to more severe problems such as conduct disorders and refusal to go to school.

METHODS

This action research mainly focused on the difficulty in dealing with pupils with the behavioral problem and on determining the problems of pupils that affect learning. This involved Grade Two-Zamora pupils of Buhaynasapa Elementary School during the School Year 2017-2018 as respondents.

In this research, the descriptive design was utilized as it is appropriate to use in the study. A researcher made a questionnaire and used it as the main data gathering instrument. It was observed and information gathered with the use of the check. The action research was limited to forty (40) Grade two - Zamora pupils enrolled in this School. The information gathered, gave much insight to educators. The school head was provided with data on the problem.

RESULTS

The study generated the following findings. Pupils non-stop talking is a behavioral problem that is most difficult to deal with. A short span of interest ranked first among the behavioral problems observed with Grade two - pupils followed by noisiness and bullying. Making faces when the teacher is talking ranked last among the ten factors. Personal Factor, Teacher Factor, and Family Factor greatly influenced learners. Each factor affects learners in different matters. The family factor is the most influential factor that affects the behavior of the students based on the weighted mean of each factor. Different strategies can be employed to lessen the difficulty in dealing with pupils with a behavioral problem. Some of it was close guidance and supervision of the teacher and parents should be observed.

DISCUSSIONS

Based on the above-mentioned findings, the following conclusions were drawn. It is evident that family factors, personal factors, and teacher factors affect the behavior of the pupils and this could be improved by means of proper guidance.

KEYWORDS: behavior, influenced, guidance, supervision, covert, overt

SUBMISSION ID: R04A-BATANP-1634

Difficulties in Mathematics Met by Grade VI Pupils at Cogonan Elementary School Nasugbu, Batangas

Irene Dimafelix, Batangas Researchers Association For Value-Driven Education

Abstract

INTRODUCTION

Mathematics is one subject that pervades life at any age. Its value goes beyond the classroom and the school. We used mathematics in our everyday life such as in banking transactions, buying or selling any product, giving or taking money, creating something, measurement of demand, etc. The researcher, being the teacher of Mathematics in Grade VI level fully understands that the pupils encountered difficulties in learning Mathematics concepts which resulted in a low performance constituting only 57 percent in mean possible scores of the pupils' performance in Mathematics.

METHODS

This research employed the descriptive-quantitative design of research. The quantitative design is a purposive process of data gathering, analyzing, classifying and tabulating data about the prevailing condition, practices, processes, and cause and effect relationships. It is supported by the adequate and accurate interpretation of such data with or without the aid of statistical treatment. The study used the survey method to assess the perception of the Grade VI pupils on the difficulties met by Grade VI pupils in Mathematics.

RESULTS

In light of the findings obtained, the researcher draws the following conclusions: 1.)The Grade VI pupils perceived the use of small group activity as an enhancement strategy in Mathematics; 2.) Most of the pupils have poor performance in Mathematics; 3.)Pupils performed better in Mathematics after being exposed to small group activity; 4.)The post-tests' scores of the pupils are significantly higher the pre-tests' scores; 5.) A proposed action plan was designed by the researcher in order to maximize the use of small group activity in Mathematics.

DISCUSSIONS

Based on the findings, the researcher recommended a follow-up to this study. Likewise, teachers should provide more exercises to reinforce the learning of pupils in Mathematics. Teachers should provide more strategies and approaches to make the learning of pupils in Mathematics become enjoyable and easy for them. Lastly, a proposed action plan is recommended for validation and implementation.

KEYWORDS: mathematics, difficulties, education, descriptive

Difficulties in Reading and Writing Skills Subject of Grade 11 Bread and Pastry Students

Gabriel L. Munoz, Jessica L. Mediavillo, Julius Cesar A. Bandola, & Ronamae
T. Codera, Department of Education, ETTMNHS

Abstract

INTRODUCTION
Reading and Writing Skills allow students to seek out information, explore a subject in many important ways to gain a deeper understanding of the world around them. When they cannot read well, they become discouraged and frustrated by the school that is why a student who is having hard times in this subject fails to embrace important concepts to read effectively, score poorly on tests and ultimately, fail to meet educational progress and development.
This research enables students to know what are the difficulties that they are facing on the subject Reading and Writing skills.

METHODS
The researchers used a qualitative method where the study used a descriptive design of research. The participants of the study were Grade 11 students. To obtain a good representation of the students, the researchers decided to randomly pick 10 respondents who are under Grade 11 taking up the track of Technical Vocational Livelihood, Strand of Bread and Pastry. The researchers used survey forms and interviews as the instruments to gather the data needed in the study.

RESULTS
Majority of the respondents answered that they have difficulties in constructing sentences with the correct set of words, fear in facing a large group of people while speaking and reporting but take it as a challenge to strive hard and to think for better strategies to cope up with the difficulties in Reading and Writing Skills.

DISCUSSIONS
The respondents who are having these difficulties lose their confidence to make themselves stand out in front of many people. But despite all, the respondents did not lose their chances to enhance their skills for them to become competitive in the near future.
This research would help them reflect on the significance of Reading and Writing Skills in their field of specialization, wherein they need to face and entertain their guests in the near future.

KEYWORDS: reading, writing, technical vocational students, intervention

SUBMISSION ID: R04A-CAVITP-1112

**Difficulties in Reading Comprehension of Grade Five Pupils in Rosario
West Central School: Implication to Learning Instruction**

Myline Litong, Department of Education - Rosario West

Abstract

INTRODUCTION
Reading is one of the most significant instruments in learning. It permits the individual to discover the mysteries of the world and reveal the importance of collected ideas. It creates a passion to the readers as he uncovers some answers to questions. It is a life skill. It is the foundation of the child's success throughout his life. With this, comprehension skills must be developed. Comprehension is the heart and goal of reading. It increases the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and, in the personal and another aspect of life.

METHODS
In this action research, the descriptive method was used. It is a concern with describing the nature of the phenomenon under investigation after a survey of trends, practices, and conditions that relate to the above mentioned problem. The researcher also used methods of observation, interviews, and questionnaires. She conducted observation, the pupils answered exercises regarding reading comprehension. As the researcher carried out an interview, she was able to determine the problem of the pupils towards reading comprehension. The questionnaires consist of lists of questions about a certain topic to gain information about the choices, beliefs, motivation, and difficulties of pupils.

RESULTS
The researcher recommended several interventions to develop pupils' reading comprehension. This research discovered that in developing comprehension skills, one must focus on reading attitude, reading fluency, vocabulary words, decoding skills and expressing personal views. Teachers must search for various strategies in addressing poor comprehension skills. Primarily, the development and improvement of pupils' reading comprehension skills lie in the teacher's hand. It also found out that it should be a step-by-step procedure in our attempt to improve reading comprehension.

DISCUSSIONS
Based on the results, the teacher should know how to identify the pupil's reading level in terms of comprehension. The school administrators must design seminars and workshops on how the teachers improve the pupil's reading comprehension skills. They should provide the best help for the pupils to develop skills in reading. Parents have a big role in their children's progress in reading. They should have close supervision and make follow-ups if needed. Parental guidance is a vital tool to eradicate the hindrances to develop reading comprehension skills among their children.

KEYWORDS: reading, comprehension, intervention, supervision

Difficulties in Solving Mathematics Problem: Basis for Remediation Program and Development of Instructional Material (Module)

Noruel Donato

Abstract

INTRODUCTION

Mathematics is usually a subject that most pupils even adults feared off. A negative reaction is commonly uttered by any individual when they talk about this subject. In this research, we may be able to find out how techniques and strategies in the remediation program have helped pupils with regards to problem-solving in mathematics be overcome. Results, findings, and recommendations, as well as the development of instructional material (module), were summoned to help pupils overcome difficulty and produce a problem solver and critical thinker pupils.

METHODS

An evaluative-descriptive action research method was used. The researcher started the research by placing pupils in a pre-test to determine the difficulties or the least mastered skills/ competencies. The test was composed of different competencies, one of which is" solving mathematical problems. A teacher made test was also given in particular problem solving alone (two problems of which are a ten-item test). The results of the pretests gave way for the researcher to focus on giving the remediation program specifically on problem-solving in mathematics. After getting the data for the pre-test conducted, an action plan was made to guide the researcher on what to do during the process. The researcher then gave varied activities using different strategies and techniques. The respondents were placed on different types of learning to cope up and learn with an understanding of the lesson given on problem-solving.

RESULTS

34.68% increase was obtained from pretest of 25.60% to post-test of 60.28%, the same results of teacher made test, giving an increase of 39.8% from (38%, pretest) to (77.8%, posttest), which means that the strategies and techniques used in the program play a vital role in helping pupils overcome their difficulties in solving mathematics problems.

DISCUSSIONS

The results percentage of the pre and post-test conducted is evident to find more ways, investigate and make policies to improve or make better results in helping pupils overcome difficulties in any area of learning. The strategies that had help pupils overcome their difficulties may further be improved, adapted and implemented. Comprehensive training is provided to teachers for them to design the right interventions or develop more instructional materials that may address pupils' needs, hence the developed instructional material may be evaluated, validated and disseminated in wide use.

KEYWORDS: remediation, difficulties, problem solving, module

SUBMISSION ID: R04A-STAROS-0062

Difficulties in Solving Word Problems in Mathematics of Grade Two Pupils in Paaralang Elementarya Ng Maalas-As

Kristel Anne Umali, Marecil Contreras, Michelle Buenafe, Paaralang Elementarya Ng Maalas-As

Abstract

INTRODUCTION
Mathematical problem solving is one of the most important topics to be learned by the pupils. It is also one of the most intricate to teach whose main goal is that pupils develop a generic ability to solve real-life problems and apply mathematics in real life situations. It's saddening to observe that most of the pupils have a hard time solving a word problem. In this manner, the researchers conducted action research which focused on the difficulties in solving a word problem in Mathematics of Grade Two pupils in Paaralang Elementarya ng Maalas-as.

METHODS
The descriptive quantitative method was used in this research to obtain information concerning the present status of the respondents to describe "what exists" with respect to variables or conditions in a situation. Thirty-seven pupils of Grade II were used as subjects of the study, while the time frame covered the last quarter of the school year 2017-2018. A research questionnaire for the thirty-seven pupils from Grade II concerning their attitudes towards problem-solving was distributed by the researchers.

RESULTS
Based on the data gathered from the questionnaire of this study, the respondents find solving the mathematical computations in a word problem difficult. They moderately agree that reading word problems is a struggle though they know what steps to take to solve a word problem while they disagree that they feel confident when solving word problems. Relatively on their academic performance, it was seen that during the Third Grading Period the proficiency level of the majority is Approaching Proficiency and one got in Developing level. While the result of Fourth Grading gleaned that the majority of the pupils had an increase in their grades. Hence, nobody belongs to the levels of developing and beginning. However, the test of correlation between the Third Grading Period and the Fourth Grading period in this study inferred that there is no significant difference between the grades obtained by the Grade II pupils.

DISCUSSIONS
The results illustrate that the attitude of the pupils toward word problems and decoding the words in word problems are the major factors for their difficulties in solving a word problem in Mathematics. Thus, the proposed action plan of the researchers primarily concerned with suggestions on how to enrich the Mathematical Performance of Grade II pupils likely, learner-driven approaches in presenting and solving word problems to make them feel the fun and excitement in Mathematics.

KEYWORDS: Difficulties, Word Problems, Mathematics

SUBMISSION ID: R04A-BATANP-1885

Difficulties in Spelling Encountered By Grade 4 Pupils of Bawi Elementary School

Gilda Vidal & Joanne Vidal, Bawi Elementary School

Abstract

INTRODUCTION

Learning spell was once regarded, as solely a recognition process. That is to say, spelling was understood as a mirror of speech, a process of making the correct association phonemes (sounds). This purely phonologically system, however, is fraught with many inconsistencies. Discrepancies can be found in the number of letters and letter combinations used to represent certain consonant and vowel sounds. Most letters spell many sounds and many sounds are spelled in various ways. The situation is further complicated by the existence of words containing sounds and silent letters whose symbols are virtually impossible to predict. It seems letters are a few sound-letter correspondences that can be taught which will guarantee the correct spelling of a sound.

METHODS

The researcher finds it fitting to use the descriptive research technique since the study simply describes an existing phenomenon at a given time. To prove this point, the study deals largely on determining the common difficulties in spelling encountered by the students at Bawi Elementary School. Furthermore, it is the intent of the present research to know possible remedies to aid students to spell the word correctly. Based on the difficulties and proposed remedies, the researcher will then propose a plan of action to overcome the common difficulties in spelling.

RESULTS

The results show that the usual difficulties of the respondents toward spelling: poor comprehension, insufficient learning in the English grammar, poor penmanship, poor pronunciation, lack of understanding the word, did not memorize the lesson, no motivation to recite the word and poor follow up in habits.

DISCUSSIONS

After the identification of the various difficulties as well as their possible remedies, an action plan was made. This focused on some activities which could be employed to help the students learn to spell the word. If the student may only have a good study habits, then the other remedies may follow. Specifically, students must exert extra effort so that they can attain success. English is an experiential subject. Students must answer some follow up exercises at home for practice, for them to acquire skills and knowledge in spelling. Their attitudes towards the subject should be also considered. Then these will test the teacher's ability to employ methods and strategies to make the class fun and exciting.

KEYWORDS: spelling, poor comprehension, poor penmanship, pronunciation

Difficulties in Spelling Encountered by Grade V Pupils of Compradia Elementary School

Ronalyn Alvarez

Abstract

INTRODUCTION

The development of written language has been heralded as man's greatest invention, affecting the course of history as much as the invention of the wheel. Teaching spelling systematically can also dispel the myth that spelling is unpredictable and too confusing for all but those with a natural gift for it, which often happens when a "correct mistakes as they happen" approach is taken. The idea that English is too mixed up to make sense is a myth perpetuated by a lack of instruction and poor teacher preparation. Spelling is not simple, but when people understand its structure, it is perfectly decodable and not limited to people "born to spell" to understand.

METHODS

To figure out the problem, every mistake committed by the students was monitored and considered as the weak points. Meanwhile, every correct answer done was considered strong points. Mistakes were treated as the common difficulties in solving and from the correct answer given exists the possible remedies to overcome the difficulties. The formulation of an action program was established so as to show the success indicator for every possible solution done.

RESULTS

This section presents the tables, analysis, and interpretation of data. Likewise, it includes the results obtained through the questionnaire and the action plan which highlights the researcher's proposed activities to remedy difficulties in spelling.

DISCUSSIONS

After the results were tallied, analyzed and statistically treated, it was made certain that several difficulties do exist in the English classes. It is also apparent that students' performance in their English subjects is also greatly affected by these difficulties encountered.

With this, a plan of action to remedy this malady was constructed and applied. This plan of action highlights some activities which were done to minimize if not totally eliminate the existence of fear in spelling the students to work carefully, and motivate the students to have a good study habits.

KEYWORDS: table,spelling

SUBMISSION ID: R04A-BATANP-0797

Difficulties in Writing Encountered by Humanities and Social Sciences Students of Rosario National High School: A Basis for Writing Remediation Program

Joy Del Rosario, Department of Education

Abstract

INTRODUCTION

Writing is a medium of communication in which one's thoughts and ideas are expressed. It is one of the vital skills students should learn and develop. Writing follows a very complex process which makes it a difficult skill to be learned. Though writing has been taught since elementary years, it is still one of the macro-skills that students found difficulty dealing with. Difficulties include grammar, vocabulary, organization of thoughts, spelling, and capitalization. In order, therefore, to improve the writing skills of the students, a writing remediation program could be the solution.

METHODS

Employing a quantitative research design, the areas in writing wherein Humanities and Social Sciences (HUMSS) students found difficulty dealing with were assessed and the proficiency level of students in writing was measured. A researcher-made questionnaire was used to collect data for this research work. It was administered to sixty-four HUMSS students comprising thirty boys and thirty-four girls.

RESULTS

The study revealed that among the areas of writing, HUMSS students found most difficulty dealing with grammar. Next, to grammar, students were also having difficulty in the organization of thoughts. Vocabulary ranked third among the areas of writing in which students were having difficulty dealing with. It was followed by spelling which ranked fourth. And the last area was capitalization. In terms of proficiency in writing, it was found out that among 64 students, only 10 students (15.63%) have average grades of 90-94 in their writing subjects. Only 19 students (29.69%) got average grades of 85-89. Most HUMSS students were performing at an average level for 23 (35.94%) of them have average grades of 80-84. And there were 12 students (18.75%) who have average grades of 75-79.

DISCUSSIONS

The results demonstrate the need for a writing remediation program that may be used to improve the writing skills and proficiency level of the students. Implementation of writing remediation program would enhance the skills of HUMSS students in different areas of writing.

KEYWORDS: writing difficulties, writing remediation program

Difficulties of Grade IV Pupils in Coping MAPEH Subject

Christine Joy Dinglasan & Surprise Joy Villa, Education

Abstract

INTRODUCTION

MAPEH is one of the subjects in Elementary education; it tackles about music, arts, physical education, and health. It helps students to easily discover and learn things about what they can get if they will enhance their potentials in MAPEH activities. In this regard, the purpose of the study was to know the difficulty of pupils in dealing with the subjects and to develop and enhance their performance in MAPEH through preparing different activities.

METHODS

The study used the descriptive method to obtain the objective of the study. Forty-two pupils in grade IV pupils at the intermediate level in Quilib-San Roque Elementary School are involved as respondents of this study. The weighted mean and frequency are the statistical tools used to analyze the data.

RESULTS

The study reveals the following results: (1) MAPEH, which stands for music, arts, physical education, and health, has great importance in everyday life, it teaches self-management skills and motor skills that can be used to plan for and perform life-long physical activity
(2) pupils strongly agree that they find difficulty in using the appropriate musical terminology to indicate simple dynamics and variations in tempo, sharing ideas about the practice of the different cultural communities, explaining health and skill-related fitness components, demonstrating the ability to interpret the information provided (3) lack of materials to be used in the activities, insufficient time allotment in doing the activities were the most commonly challenges they meet (4) the prepared learning activities are intended to cope with their difficulties in MAPEH subjects.

DISCUSSIONS

The results revealed that the pupils find difficulties in learning MAPEH lessons due to their challenges meet during the discussion and activities. Further, it is found out that there is a need to come up with different learning activities that would motivate the learners to strive harder as they try to understand different lessons in MAPEH subject.

KEYWORDS: MAPEH, difficulties, skills, learning activities, cope

SUBMISSION ID: R04A-BATANP-1864

Difficulties on Vocabulary among Grade 12 Students in PGNHS: Basis for Vocabulary Enrichment Strategies

Pauline H. De Guzman, Padre Garcia National High School

(Adviser: Mae Kristine Panopio)

Abstract

INTRODUCTION

Vocabulary plays an integral part, in terms of a great deal of vocabulary then he/she could make a composition in an effective way. In our study we witnessed the exploding number of new curriculum guides, they are dramatically changing the way people do academic practices. It is apparent that good vocabulary must be performed and applied to all literary works. According to the study of Flocabulary (2016), to relate vocabulary from achievement, a strong vocabulary is when it comes to building background knowledge while learning a new skill or subject. And when students have strong prior knowledge, they are more likely to remain interested and retain new information than those who less prior knowledge.

METHODS

Several methods of the design were habituated. The researchers used action research, qualitative research method, and semi-structured interview and observation guide were the instruments used in this research to gather information. The respondents chosen by the researchers were the available students in Grade 12 HUMSS in Padre Garcia National High School. An implementation of "mentoring" (often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less- experienced persons professional and personal growth) through qualitative analysis of the use of the mentoring, individual difficulties in vocabulary addressed.

RESULTS

Most of the respondents who take part in our face-to-face interview and overt observation perceived significant problems in dealing with their difficulties in vocabulary. The experience of the respondents gives this study to conclude that lack of vocabulary will be a hindrance in making new concept and constructing literary piece. In some occurrences, the fright, uncertainty, and disinclination of constructing their own literary works were addressed through mentoring and other strategies that had been implemented by means of this study.

DISCUSSIONS

The results validated the essential for continuous implementation of mentoring through intensive reading in order to address the difficulties in vocabulary that leads to not confidently constructing their own literary works. The main objective of the innovation is to take part in giving them hope, enhancing the learner's skills and addressing their difficulties in vocabulary. The more you read, the more chances for you to be able to learn new things in accordance to overcome your struggles in vocabulary

Difficulties that Grade 11 Students of Kaytitinga National High School Face During Mathematics Class

Danica Dendiego & Norielyn C. Narciso

Abstract

INTRODUCTION

This topic deals with the difficulties that Senior High School students have faced during their Math class. It is all about how the students deal with Math problems and methods of solving problems. The objective of this study is to determine the difficulties being faced by Senior High school students during their math class. The researchers would like to find what or in which areas in Math do students encounter struggles through the use of questionnaire respectively. Based on our research, the following were some of the difficulties that the Senior High school students experienced in Mathematics: First, solving equations, second, solving problems, and lastly, memorizing formulas.

In an article published by Maria Ocadiz (September 2017) entitled "Common Problems of Students in Mathematics, she stated that Math requires deductive reasoning, and passive learners often struggle with this kind of active problem-solving. Students with memory and attention problems also may struggle since both skills are necessary for mathematical aptitude. Other problems common to math students include computational weaknesses, difficulty in conceptualizing mathematical principles and language challenges in word problems.

METHODS

This study is descriptive research because it aims to describe/identify the difficulties that KNHS Grade 11 students faced during Mathematics class using a quantitative type of research. Descriptive type is used to describe the phenomenon, an issue, solutions, etc. on the other hand, quantitative research is based on numerical data that shows the exactness or the veracity of results.

RESULTS

The researchers found out that even the respondents encounter difficulties during their Mathematics class, they can still have varying levels of interest, preference for understanding, confidence, and competence towards Math.

DISCUSSIONS

The research study revealed that the participants responded neutrally in most of the situations stated in the survey/checklist. It means that though they encounter difficulties in Math, they could also have an interest, Preference for understanding, confidence, and competence in learning it.

KEYWORDS: Difficulties, Mathematics Class

SUBMISSION ID: R04A-CAVITP-0999

Difficulty in Adding Dissimilar Fraction of Selected Grade V Pupils

Aidalene Banca, Victoria Action Research

Abstract

INTRODUCTION
Mathematics is considered the mother of all learning. It is essential in almost every field. It is not just computation but a tool for understanding structure, relationships, and patterns to produce a solution for complex real-life problems. The fraction is one of the most important skills to be developed in studying mathematics. It is difficult to learn because it requires deep conceptual knowledge of the part-whole relationship.

METHODS
This action research depends on the results of the different exercises given to the 10 identified slow learners conducted during the period of the program. A descriptive normative survey of research will be used in the study to find out the level of performance of the pupils. The data gathered will be tabulated, evaluated and analyzed using percentages to identify the ability of the 10 pupils in adding dissimilar fraction. The researchers will use the remedial classes in the actual implementation of the research.

RESULTS
The result of the research was drawn: Using different mathematical activities during remedial classes improved the mathematical skills of the pupils particularly in adding dissimilar fraction. The pupils are now interested in learning mathematics. The implementation of remedial reading classes has successfully improved the mathematical skills of the pupils.

DISCUSSIONS
The result of the data showed that with the implementation of this project there is a remarkable decrease of pupils who cannot add dissimilar fraction. The different mathematical word problems, hands-on activities, and different strategies applied to the pupils they were able to add dissimilar fraction and they developed their love for the subject.

KEYWORDS: difficulty,dissimilar, fraction

SUBMISSION ID: R04A-LAGUNA-0249

Difficulty in Reading English Text of Grade Three Pupils of Jose T. Unson Memorial Elementary School

Lailanie De Los Reyes, Department of Education

Abstract

INTRODUCTION
Teaching English as a second language is not an easy task. Lesson resources help understand the basics of the profession and develop an understanding of tried and tested techniques. Lessons in English includes grammar, conversation, vocabulary, reading, writing, listening, and pronunciation. Each lesson includes step by step instruction and classroom handouts. A teacher teaching English will definitely tackle grammar skills vocabulary, conversation, listening skills, writing, pronunciation, and reading. Many people all over the world embark on English language learning. She used books that cover all the basics including spoken language using sounds, stress, and connected speech. The teachers teach pupils tasks and activities that will really enrich the lessons and increase confidence, as well as build cultural understanding.

METHODS
The Grade Three pupils of Jose T. Union Memorial Elementary School were the subjects whose difficulties in reading English texts were dealt with. It was deemed a must that all of them were the subjects of this study. Since all the subjects of this study were minors, the researcher sought permission from their parents through a letter of request. The data that were gathered in this study were treated with confidentiality as well as the names of the subjects may be optional. This would protect the respondents' identity. At any rate, the researcher would see to it that the questionnaire as the main instrument was peer validated and the data gathered were treated with the utmost confidentiality.

RESULTS
Based on the results of the level of reading competencies of Grade Three pupils, there were 93 pupils who were under Frustration, 19 who were under Average and 6 who were good at reading. Among the difficulties encountered by pupils were reading words with a silent letter, long words, words with foreign sound, blended words and reading the text itself. These findings were found to be detrimental in the reading capacities of the Grade Pupils.

DISCUSSIONS
The majority of the Grade Three pupils have low reading abilities. The Grade Three pupils were found to experience difficulties reading words with a silent letter, long words, words with foreign sound, blended words and in reading the text itself. The Difficulty Targeting Intervention Material called Love and Determination in Reading (LDR) in English was proposed by the researcher to be able to help them in their difficulties.

KEYWORDS: Techniques, conversation, pronunciation, instruction

SUBMISSION ID: R04A-BATANP-1906

Digital Game-Based Learning in Improving Grade Iv Mathematics Performance

Cherry Ann Garcia, Palangue Central Elementary School

Abstract

INTRODUCTION

Based on research on the theory of mathematics education shows that students face difficulty in understanding mathematical concepts and to develop logical thinking and strategy to deal with math problems. Teachers are required to implement teaching which will result in the development of critical mathematical thinking by students, rather than memorization of mathematical formulas. The teaching method is needed to fulfill these needs. This study discovered how to bridge the gap in getting students interest and improve their poor performance in mathematics and its applications to real life.

METHODS

The research was conducted into two stages. In both stages, experimental samples were two classes of Grade IV students, one of them was experimental, the second one control class. In the experimental classes, mathematics was taught with the integration of digital games, in control classes traditional teaching. The experiment used 5 digital games, 3 in a whole lesson and the other 2 is in motivation and evaluation. Test questionnaires were given at the Pre-Test and Post Test the lesson.

RESULTS

The increase in experimental classes is significant especially when the control classes observed a decrease in questionnaires' score was considered. This decrease was likely due to the difficulty of taught lessons for pupils. In control classes, pupils regarded this lesson as not so interesting. But in the experimental classes where digital games used after the experiment had according to results of questionnaire better attitudes towards mathematics and its teaching. It showed that the differences in the results of the test in the experimental and the control class were in both stages statistically insignificant.

DISCUSSIONS

The results demonstrate students are in need of 21st-century learning and skills for success in their endeavors. Digital games are for children motivation for their active participation during games activities. This motivation is evident likewise during games where pupils have to solve some mathematical tasks. Using digital games did not change pupils; knowledge in comparison with mathematics teaching without these digital games. The proper use and integration of digital games are suitable for improvement of pupils' attitude towards mathematics and its teaching. Future research plans to test more games that are effective and proven to be worth using in the education process.

KEYWORDS: DIGITAL GAME

SUBMISSION ID: R04A-CAVITP-0308

Digital Instructional Materials Utilization and its Relationship to Learning Efficacy in Science Six in Malaya Elementary School District of Rosario West

Ningning Grenas, Department of Education

Abstract

INTRODUCTION

This study was centered on investigating the full potential of utilizing interactive multimedia teaching techniques particularly digital learning materials; electronic devices per se used in mentoring science subject in grade six in Malaya Elementary School in the District of Rosario.

The advancement of Science and Technology through the advent of digital media in the form of the computer, the Internet and all other peripheral devices associated with its use created and manifested innovative teaching methods through the utilization of the said tools of learning. Along with these changes comes a new breed and generation of learners who have become gradually accustomed to the use of media not only as a vehicle for entertainment but also as an instrument for their accelerated pace of acquiring knowledge and development of skills and competencies in the varied learning areas in the schools.

METHODS

The focus of the study was on the type of digital teaching tools as deemed effective by the researcher in teaching Science subjects in grade six pupils in Malaya Elementary School. Descriptive information serves as the basis for drawing conclusions wherein data were drawn out through surveys questionnaires. The normative survey was applied in the study made through Questionnaire Technique with the respondents which were distributed to the Grade five pupils, who are apparently literate enough to read and accomplish those questionnaires with ease and understanding. In the first place, these questionnaires gather data much faster than any other method of research.

Questionnaires consisted of a question seeking an opinion from the respondents with the sole purpose of recognizing the personal insights of the respondents about the problem to be discussed. The gathered data from the questionnaires were then upheld by the information from the internet, reference books, and previous studies. The utilization of these methods assisted the study to earn valid and relevant information pertinent for liberating the summary, drawing conclusions and formulating recommendations. The descriptive method focused on the prevailing situations about the use of instructional materials in relation and its relationship ineffectiveness and enhancing the speaking, listening and artistic skills stated in the foregoing

RESULTS

On the inquiry regarding the extent of effectiveness of digital instructional materials in enhancing the respondents' speaking skills revealed that the verbal interpretation was rated very effective. The result on the query as to the extent of effectiveness of digital instructional materials in enhancing the respondents' listening skills with the overall verbal interpretation rated as very effective. Modern instructional materials such as computers, CD, VCD help change the trend in teaching science as these instructional materials contribute to positive student learning outcomes to improve the learning skills of the students. The relationship between digital instructional material and the effectiveness of digital instructional materials in developing the respondents' learning capacity in terms of listening, speaking and creative skills are significant.

DISCUSSIONS

Utilization of digital instructional materials for Science learning by the teachers to further enhance teaching capacity; Teacher should give seminars/ training in the use of computer technology for instructional purposes professional growth. Upgrading of tools, materials, facilities and fixtures essentials in the strengthening of science instruction, specifically the installation of computer technology for instructional purposes. Promote technology and its effectiveness in different learning areas to improve pupils performance.

Dinamiko Ng Wikang Filipino: Impluwensiya Ng Neolohismo Sa Kasanayan Sa Pakikipagtalastasan

Maria Diovinia Espinosa

Abstract

INTRODUCTION

Ang wikang Filipino ay lumalawak sa paglipas ng panahon. Sinasabing patay ang wika kung walang pagbabago itong tinatanggap. Marami ng pagbabago ang nangyari sa wikang ito dahil sa impluwensiya ng neolohismo mula sa mga salitang nabuo ng iba't ibang henerasyon. Mula sa mga wikang Kastila, Ingles at iba pang wika na nagmula sa banyaga, ito ay naging bahagi ng ating pakikipagtalastasn at hanggang sa ngayong panahon ng milinyal, mas maraming salita ang napadagdag sa diskyunaryong Filipino ang napabilang sa talasalitaan. Dahil dito, sa pagtuturo ng asignaturang Filipino, ang mga mag-aaral sa Dyunyor Hayskul ay kinakailangan magkaroon ng unawaan sa mga makabagong salitang nabuo mula sa paglipas ng henerasyon. Ang pag-aaral na ito ay isinagawa upang masuri ang impluwensiya ng neolohismo sa kasanayan sa pakikipagtalastasan bilang dinamiko ng wikang Flipino. Ang mga tagatugon sa pananaliksik ay nagmula sa Junior High School na nagmula sa walong pampublikong paaralan sa Antas Sekundarya ng Silangan Distrito ng Dibisyon ng Lungsod Calamba.

METHODS

Gumamit ang mananaliksik ng Exploratory Sequential Mixed Method Design na kung saan sa paglikom ng kwalitatibong datos ay kinapanayam ang ilang piling mag-aaral sa pamamagitan ng isang "Focused Group Discussion" upang masukat ang lawak ng karanasan nila sa paggamit ng neolohismo.

RESULTS

Matapos makalap ang mga datos ng isinagawang pakikipanayam, masusing sinuri ang mga pahayag ng mga mag-aaral. Ang limang temang nangibabaw mula sa pakikipanayam ay Sekretong Lenggwahe ng Magkakaibigan, Pangkasiyahan, Pakikisabay sa Uso, Pang-iinis, at Eksklusibong Lenggwahe ng Kabataan. Ang mga temang ito ang ginamit upang suportahan ang mga kwantitatibong datos na nalikom upang malaman ang epekto ng paggamit ng neolohismo at antas ng kahusayang pangkomunikatibo ng mga Junior High School. Natuklasang malawak ang paggamit ng neolohismo at mahusay ang antas ng pakikipagtalastasang pasalita at pasulat at ito ay may epekto sa kahusayang pangkomunikatibo.

DISCUSSIONS

Ang lawak ng neolohismo ay ayon lamang sa mga makabagong salitang malimit ginagamit ng mga mag-aaral sa kanilang pakikipagtalastasan. Ang kahalagahan ng mga natuklasan sa pag-aaral na ito ay malaking kontribusyon ng mananaliksik tungo sa mabisang pakikipagtalastasan at pagkakaunawaan sa asignaturang Filipino. At mula sa pananaliksik na ito ay nabuo ang "post-millenial" na diksyunaryo ng neolohismo.

KEYWORDS: : neolohismo, pakikipagtalastasan, wikang Filipino, exploratory sequential, millennial

**Direct Approach in Teaching Recreational Activities among Grade 9
Students of Batangas National High School**

Cyrus Festijo, Batangas National High School, Department of Education

Abstract

INTRODUCTION
In Batangas National High School social skills are difficult for some of our students had learning differences. Many students may be uncomfortable making eye contact or may not understand subtle social cues or facial expressions. Some students may be confused or distressed when new or unfamiliar activities are presented. Time spent in outdoor recreation leads to a range of benefits, from reduced obesity rates to strengthened ties, outdoor recreation sites provide the setting for the physical and mental growth of the students.

METHODS
This study utilized the descriptive research. The respondents for this study are the forty-nine (49) students of Grade 9 - Ivory, Batangas City National High School during the academic year 2017 - 2018. They involved all the students of the said grade and section. No sampling method is used in the study. The Daily Learning Plan was the main instrument used by the researcher in gathering the needed data in the study. The degree of mastery of the respondents' level of performance was measured using the following system of classification through the item analysis so as to pinpoint the aspects where the students scored high, low or below average.

RESULTS
As a method of instruction in the classroom, direct teaching or direct instruction is probably the one that has the fewest flashes and sparkles. The students are not divided into groups. There are no experiments. And there is very little drama and student participation involved. Direct Approach, when used in teaching outdoor recreation, creates a more positive attitude toward teachers and pupils, and also creates a stronger support system, anxiety significantly reduced. It builds a ñhook' to capture student's attention and commitment. It can be perceived from the findings that using a direct approach encourages responsibility for learning.

DISCUSSIONS
Based on the findings, the following conclusions were drawn; 1) the distinct feature of direct approach is systematic and grounded on sound teaching and learning principles 2) Direct approach was applied in teaching indoor and outdoor recreational activities 3) Majority of the students have a very high performance in the lesson about indoor and outdoor recreational activities as part of their lessons in Physical Education and 4) The proposed activities to supplement the use of a direct approach in teaching recreational activities in Physical Education are, Cooperative learning, Convergent Discovery and Divergent Discovery.

KEYWORDS: Physical Education, Direct Approach, Cooperative Learning, Convergent Discovery, Divergent Discovery

SUBMISSION ID: R04A-BATANC-0399

Disaster Preparedness and Risk Reduction Management in Select Public Secondary Schools of the First Congressional District, Division of Batangas

Mara Andino, Dacanlao G. Agoncillo National High School

Abstract

INTRODUCTION

In the school setting in which students, teachers, and other personnel are very much vulnerable since they stay a lot of time in school than in their house. Disaster cannot predict when will it come so one must prepare and knowledgeable on how to deal with it. When these school buildings are damaged by natural disasters, it affects not only the students disrupting their studies and undercutting the quality of education but also affects the entire community and, threatening the lives of students, teachers, and education personnel.

METHODS

The study applied the descriptive method and the main data gathering tool used is the questionnaire. The study was participated by select public secondary schools in the first congressional district, Division of Batangas, considering the entire population of the school administrators, department heads and teachers. Random sampling was used by the researchers in selecting the respondents. Upon validation and approval of the tool, it was administered to the respondents. Data were processed, analyzed and interpreted using the following statistical tools: frequency, percentage, ranking, weighted mean and ANOVA.

RESULTS

Based on the findings the respondents sometimes organized in relation to disaster preparedness and risk reduction management and asserted that they were familiar and knowledgeable on the disaster preparedness and mitigations against Philippine hazards as mandated in the DRR Manual. They emphasized that the materials of the school regarding disaster preparedness and risk reduction management were moderately adequate. furthermore, there was a great extent regarding the problems encountered by the respondents during the implementation of the disaster preparedness and risk reduction management.

DISCUSSIONS

The result shows the necessity of the secondary schools of Area 1, Division of Batangas should emphasize the programs and policies in relation to disaster preparedness and RRM. The curriculum implementers should find ways and means to acquire other materials for the effective implementation of the policies and programs. Also, need for the respondents to constantly familiarize about the disaster preparedness and mitigations against Philippine hazards as what is mandated in the DRR Manual and the proposed action plan for effective implementation of disaster preparedness and risk reduction management program of secondary schools should be carefully studied by the three groups of respondents for amendments before its implementation.

KEYWORDS: Disaster Preparedness and Risk reduction Management_Batangas Province

SUBMISSION ID: R04A-BATANP-1693

Disaster Preparedness Practices in Selected Public Elementary Schools of San Juan West District, Division of Batangas

Renelia Saguin, RSA

Abstract

INTRODUCTION

The study focused on assessing the conduct of disaster preparedness practices in selected public elementary schools of San Juan West District in the Division of Batangas Province for the School Year 2018- 2019. Specifically, this study covers deals with the perceptions of the respondents to natural and human-induced disasters relative to fire, flood, typhoon, landslide, an earthquake. It also covers the disaster preparedness practices among selected elementary schools. Lastly, the researchers also put emphasis on the problems encountered by the respondents in the conduct of disaster preparedness practices.

METHODS

The subject of the study was the 26 elementary teachers of the selected public elementary schools of the said research locale obtained through purposive sampling. This study has utilized the descriptive- survey design with the questionnaire as the major instrument for gathering data. The results of this study were interpreted with the use of ranking, weighted mean and composite mean.

RESULTS

The assessments of the respondents revealed that they moderately agreed that natural and human-induced disasters may occur and incur negative effects in their area. Moreover, disaster preparedness practices in elementary schools were moderately practiced. It indicates that the respondents exert their efforts to become prepared and ready to respond in times of emergency and disaster crises. However, the findings also indicate they occasionally encounter problems relative to the said practices. Of these problems, the early warning system is the most evident.

DISCUSSIONS

The results recommended the following: 1. The schools may encourage its staff to participate in different pieces of training, workshops, and seminars on disaster preparedness and response. 2. The schools may conduct seminars and training to increase the awareness of its stakeholders regarding disasters such as fire, flood, typhoon, landslide, and earthquake. 3. The selected elementary schools of San Juan West District, Division of Batangas may continue to enhance their disaster preparedness practices. 4. The schools may utilize the knowledge and awareness of their staff in enhancing their Disaster Risk Reduction Management and Contingency Plans.

KEYWORDS: Keywords: awareness, disaster, drills, occasionally, preparedness

SUBMISSION ID: R04A-BATANP-2176

Disaster Preparedness Practices in Selected Public Elementary Schools of San Juan West District, Division of Batangas

Felicisima Maulion, FMM

Abstract

INTRODUCTION

The study focused on assessing the conduct of disaster preparedness practices in selected public elementary schools of San Juan West District in the Division of Batangas Province for the School Year 2018- 2019. Specifically, this study covers deals with the perceptions of the respondents to natural and human- induced disasters relative to fire, flood, typhoon, landslide, and earthquake. It also covers the disaster preparedness practices among selected elementary schools. Lastly, the researchers also put emphasis on the problems encountered by the respondents in the conduct of disaster preparedness practices.

METHODS

The subject of the study were the 26 elementary teachers of the selected public elementary schools of the said research locale obtained through purposive sampling. This study has utilized the descriptive- survey design with questionnaire as the major instrument for gathering data. The results of this study were interpreted with the use of ranking, weighted mean and composite mean.

RESULTS

The assessments of the respondents revealed that they moderately agreed that natural and human- induced disasters may occur and incur negative effects in their area. Moreover, disaster preparedness practices in elementary schools were moderately practiced. It indicates that the respondents exert their efforts to become prepared and ready to respond in times of emergency and disaster crises. However, the findings also indicate they occasionally encounter problems relative to the said practices. Of these problems, early warning system is the most evident.

DISCUSSIONS

The results recommended the following: 1. The schools may encourage its staff to participate in different trainings, workshops, and seminars on disaster preparedness and response. 2. The schools may conduct seminars and trainings to increase the awareness of its stakeholders regarding disasters such as fire, flood, typhoon, landslide, and earthquake. 3. The selected elementary schools of San Juan West District, Division of Batangas may continue to enhance their disaster preparedness practices. 4. The schools may utilize the knowledge and awareness of its staff in enhancing their Disaster Risk Reduction Management and Contingency Plans.

KEYWORDS: Keywords: awareness, disaster, drills, occasionally, preparedness

SUBMISSION ID: R04A-BATANP-2190

**Disaster Risk Preparedness Level of Junior High school (JHS) Students
and the Response Practices in Disaster of Talipan National high School**

Rowena Albaran, Talipan National High School

Abstract

INTRODUCTION
The study aimed to determine the disaster risk preparedness level of JHS students and the response practices in the disaster of Talipan national High School. Specifically, the study determined the preparedness level in disaster risks of TNHS-JHS students in terms of thier knowledge and attitude towards disaster risks.Moreover,the study determined the response practices in disaster in disaster of TNHS in terms of safe learning environment,school disaster management and disaster risk reduction in education.

METHODS
The study utilized both descriptive -survey and descriptive-evaluative method of research to determine the disaster risk preparedness level of JHS students and to evaluate the response practices of TNHS in disaster. Stratified random sampling technique was employed in the selection of the respondents. A self-devised survey-questionnaire consisting of two parts was used to gather responses in the study.

RESULTS
The findings revealed that TNHS Junior High School students are prepared or knowledgeable on disaster risk. Similarly,the results showed that TNHS Junior High School students are prepared on disaster risk in terms of their attitude towards it. Moreover. practices in disaster risk of TNHS are responsive in terms of safe learning environment. While, TNHS disaster risk reduction and managementmanual to help them increase their preparedness level in disaster risk and become more responsive in disaster.

DISCUSSIONS
The study provide necessary findings on the preparedness level of TNHS Junior High School students on disaster risk and the response practices in disaster risk of the school. Likewise, the reduction and management manual to help them increase their preparedness level in disaster risk and become more responsive in disaster.

KEYWORDS: Disaster risk preparedness level,response practices in disaster

SUBMISSION ID: R04A-QUEZON-0252

Disaster Risk Reduction Management in Sto. Tomas North District: Basis

for DRRM Booklet

Mark Anthony M. Huelgas, Wennie C. Gonzales, & Edel John P. Cadavida,
Department of Education - Sto. Tomas

Abstract

INTRODUCTION
This study aimed to determine the preparedness of Sto. Tomas North District in terms of Disater Risk Reduction Management. One of the primary concerns of every parent is the safeguard of their children's stay in the school. Typhoon, earthquake, fire are the natural disasters that commonly occur that no one can perceive. The researchers would like to assess the preparedness of their district and create a material that will help.

METHODS
Participants of this study were selected teachers of Sto. Tomas North District. The researchers employed descriptive research design, they distributed survey questionnaires to the participant.

RESULTS
It was found out that schools in Sto. Tomas North District are generally ready to respond on three disasters featured in this study.

DISCUSSIONS
The research focused on the teachers on Sto. Tomas North District. It was highly recommended that sustainability of the DRRM activities and encouraged the stakeholders to participate in all activities.

KEYWORDS: disaster preparedness, DRRM, KPK, disasters

SUBMISSION ID: R04A-BATANP-1912

Development and Evaluation of Collapsible Model House for Electrical Installation Simulation in Response to the Challenge of 21st Century Learning

Teresa Amarille, Gen. Pantaleon Garcia Senior High School

Abstract

INTRODUCTION
Quality education is seen as pillar of success. In accordance with school improvement goal and to comply with the Department of Education's objective "¦innovative strategies to achieve universal basic education" to ensure the production of highly skilled and competent graduates, this project focused on the development and evaluation of a Collapsible Model House (CMH) for students' training in Electrical Installation and Maintenance (EIM). In this school, EIM is offered under the TVL track where students are expected to acquire NCII skills level after they graduate. Their valuable experience is demonstrated by hands-on activity that stimulates their critical thinking and creativity in relation to the competencies required for the program. Hence, the proponent benchmark with other experts' strategies in training their students. The researcher developed a 5 x 8 x 6 feet collapsible model house made of metal studs in a skeletal structure as an alternative instructional material to the Traditional Wiring Board (TWB) for students' simulation to demonstrate their acquired skills and reinforce their electrical installation and maintenance training.

METHODS
A two-grouped experimental research design was employed to test the efficiency of the CMH with a total population of 48 EIM students. There were two conditions employed: TWB for control group and CMH for experimental group. Experts from the field of engineering and architecture were consulted to assess the acceptability of the CMH on its functionality, practicability, instructional applicability, innovation, and safety for students' training. Rubrics and Focus Group Discussion were used to analyze the work output of the students.

RESULTS
Experts rated the CMH as highly acceptable (M=89.9) as alternative instructional materials for students' skills training. A significant difference between two models is evident with Wilcoxon signed test (p < .002). It rejects the null hypothesis that the average difference of the two observed measurements is 0. The participants have a high satisfaction level using CMH as on its acceptability (M=4.3) and efficiency (4.4) than the TWB.

DISCUSSIONS
This result shows that the CMH is highly acceptable as an alternative instructional tool for students' demonstration of their acquired skills. The participants show high satisfaction with their skills practice in single-phase electrical wiring through the CMH than the TBW. It is suggested to fabricate the CMH for simulation activity and conduct three-phase system to illustrate differences for future use.

KEYWORDS: Collapsible model house, simulation, electrical installation, 21st century learning

Disaster Risk Reduction Management Practices and its Impact to Grade 11 students in San Nicolas National High School

Julius Eduard Dela, Teacher II

Abstract

INTRODUCTION
The Disaster Risk Reduction and Management (DRRM) Act requires the integration of Disaster and Risk Reduction Education in the school curricula. The successful implementation of the school-based Disaster Risk Reduction Management (DRRM) depends on internal and external stakeholders' awareness and public education. San Nicolas National High School is the only senior high school in San Nicolas Municipality. The location of the senior high school is very prone to some disasters and the awareness of the students to the disaster and risk reduction management practices is very vital for the safety of the students. Hence, this study was conceptualized to assess the impact of Disaster Risk Reduction Management Practices on Grade 11 students in the San Nicolas National High School.

METHODS
The descriptive method of research was used with the questionnaire as the main data gathering instrument. The subject of the study was composed of sixty (60) Grade-11 senior high school students from HUMSS, ABM and TVL strands of San Nicolas National High School. Simple random sampling was used to identify the respondents. Mean, weighted mean and composite mean were the statistical tools applied to treat the gathered data.

RESULTS
The level of awareness of Grade 11 students with the disaster and risk reduction practices was achieved as a moderately extent. The students agreed with the implications of disaster and risk reduction practices. Students strongly agreed that through disaster risk reduction practices they can show alertness in times of calamity and natural hazards. The students agreed that they encountered difficulties in the implementation of DRRM practices. The difficulties encountered by the respondents in the implementation of DRRM practices were insufficient of training on the different areas of Disaster Risk Reduction Management (DRRM) and inadequate equipment, reading materials and supplies.

DISCUSSIONS
Disaster Risk Reduction Management (DRRM) organization should continue their disaster activities to enhance the level of awareness and preparedness of the students and teachers. Disaster Risk Reduction Management (DRRM) Coordinator should conduct different disaster-related trainings and risks to prepare students during disasters and calamities.

KEYWORDS: Disaster Risk Reduction, Level of Awareness

Disaster Risk Reduction Management Practices in the Division of Batangas

Ramil Ginete, Education

Abstract

INTRODUCTION
This study aimed to determine the disaster risk reduction practices in the Department of Education - Masbate   with the end in view of developing disaster risk reduction management (DRRM) module.

METHODS
This study employed the descriptive method of research using a checklist questionnaire as its main approach to the data gathering process to assess the disaster risk reduction practices. The study assessed the DRRM practices of schools in terms of quake/fire drills, training, partnership, and hazard mapping. The extent of participation of teaching and non-teaching personnel, the stakeholders' support, issues, and concerns were also assessed.

RESULTS
The study revealed that the school heads conduct drills regularly, familiarize students with the standard procedure of quake/ fire drill, orient all teachers, school staff and students about the quake/fire and evacuation activities. The responses of the school heads are highly parallel with the DRRM coordinators. Both school heads and DRRM coordinators attend training; integrate DRRM projects; and provide alternative activities and capacitation. As to linkages and partnerships, school heads and DRRM Coordinators comply and provide reports, disseminate information and involve the community in quake/fire and evacuation drill.
The teachers participate in organizing, planning, and advocacy campaign. Students share hazard mapping. Non-teaching personnel updates weather, conduct symposium and drills and maintain a directory of disasters. Stakeholder's support was also manifested.

DISCUSSIONS
Only few in the education set up conducted DRRM research that made this study significant. As part of the researcher's contribution, a disaster management module was developed that could be used by the **Department of Education** Division of Batangas. The study recommended that school administrator should conduct more research studies on effective risk reduction practices. Further studies may also be conducted, with a focus on developing other materials essential to disaster risk reduction management.

KEYWORDS: Disaster, Resiliency, Vulnerability, Risk-Reduction, Hazard Mapping, Management

SUBMISSION ID: R04A-BATANP-0181

Disaster Risk Reduction Management: Its Impact to Elementary Pupils' Level of Preparedness During Hazards

Sarah Regidor & Jackielou Montebon, Department of Education

Abstract

INTRODUCTION

A comprehensive disaster risk management strategy will actively involve stakeholders at all levels of government as well as the private sector, local communities, and civil society. The school that is located near the seashore is prone to hazards like tsunami and earthquake. It is very important that all children will be aware of the Disaster Risk Reduction Management (DRRM).

Adapted from GFDRR (2014a) Disasters are emergencies that cannot be handled by those affected without outside assistance.

Responsibility for disaster risk management does not lie with disaster managers alone. It is rather a concern for everyone - from citizens who must be empowered to make decisions that reduce risk, to political leaders, government institutions, the private sector, civil society organizations, professional bodies, and scientific and technical institutions.

METHODS

This study used the descriptive- correlational method of research. It described the impact of the Disaster Risk Reduction Management (DRRM) on the level of preparedness of elementary pupils during hazards or disasters.

The Disaster Risk Reduction Management (DRRM) interventions such as early warning system evacuation plan and others such as tsunami drill, earthquake drills and fire drill used by the DRRM team to the elementary pupils in Rudes Elementary School.

RESULTS

Based on the data gathered, there is a significant impact on the elementary pupils, level of preparedness. It was found out that the elementary pupils have a high level of awareness about the mitigation of Disaster Risk Reduction Management. Based on data, they are prepared for hazards. They are well informed of the early warning system and evacuation plan. And they know how to give first aid if somebody is injured during hazards.

The researcher came up with an action plan to ensure that the elementary pupils are well-informed with the implementation of the DRRM.

DISCUSSIONS

Disaster Risk Reduction Management (DRRM) is a quarterly or annual activity that should not be neglected in the school. Rudes Elementary School was evaluated and identified as a probable hazard zone or area and the necessity for preparedness is emphasized.

In order for the pupils to become fully aware of the accompanying risks when calamities like earthquake and tsunami. The researcher as the in-charge of Disaster Risk Reduction Management (DRRM) comes up with an action plan that will capacitate the school children during hazards with the partnership of the local government unit (LGU) (**Department of Education**) to strengthen the activities and measures that will be taken in advance to ensure that there will be a noticeable impact on the awareness and preparedness of the school children.

KEYWORDS: Disaster Risk Reduction Management, calamities, early warning system

Disaster-Preparedness of Public Elementary and Junior High Schools in Area III of the Division of Batangas Province: Basis for a Localized Action Plan

Donnalyn Remo, Cuenca National High School

Abstract

INTRODUCTION

Different government agencies exhausted all efforts to manage risks of disasters, but still, damages persisted. Most hazards are still unmanaged. Threats are still present. Disasters and people's risks to these still exist. Numerous improvements and repairs on structures are yet to be attended highlighting those buildings which are always occupied by a massive population such as schools. Having so, a study that assessed the disaster-preparedness of public elementary and junior high schools was conducted.

METHODS

The descriptive-quantitative design was used in the conduct of this study. This covered schools from Area III of the Division of Batangas Province. It gathered responses from coordinators of each school on Disaster Risk Reduction and Management Organization. Interviews were conducted among officials of Local Disaster Risk Reduction and Management Council. Their responses were used to support the quantitative data collected.

RESULTS

In its conduct, this study revealed that the schools' disaster-preparedness ranges from the great extent to a very great extent when assessed based on the conduct of the activities done before, during, and after a disaster. However, the study found out that there is a low percentage of the availability of materials, equipment, and facilities in schools intended for emergency/disaster occurrences. Although cannot assure disaster-preparedness, the results also demonstrate the need for schools to provide a complete set of emergency-response tools, materials, and equipment since these could still be a great factor in disaster-mitigation.

DISCUSSIONS

Coordination with external stakeholders is disaster-preparedness needs to be intensified. Materials needed for disaster-response shall be provided utmost. Disaster-preparedness of respondents in terms of community services and support, and financial resources are recommended for focus on further researches.

KEYWORDS: disaster-preparedness, school, School Disaster Risk Reduction and Management Organization, LDRRMC

Disciplinary Practices of Sabang National High School Teachers in Solving Behavior-Related Problems of Grade VII Students

Maria Lourdes Santos, Principal

Abstract

INTRODUCTION

To meet the goal of the study, the personal profile of the learners was made known which includes their age, gender, number of siblings in families, and the income where the family expenses were derived. This explored the usual behavior-related problems committed by Grade VII students. The disciplinary practices that the teachers are utilizing considering classroom norms and policies, school rules and regulations. Finally, measures to enrich the disciplinary practices of teachers in dealing with behavior-related problems of Grade VII students in Sabang National High School was proposed.

METHODS

This study employed a descriptive-exploratory research approach to meet the purpose of the researcher on exploring the disciplinary practices of teachers with behavior-related problems of Grade VII students in the locale given.

RESULTS

Findings gathered on the profile of Grade VII students: As to age, there were 24 students who belonged to a 13 - 14 age bracket constituted of 60.00% in the highest rank. 15 students in 11 - 12 age brackets occupied 37.50% in the second rank. One (1) grade seven students belonged to a 15 - 16 age group on the third rank.

In line with gender, 21 out of 40 respondents were female constituted 52.50%. The males numbered 19 and occupied 47.50%.

In line with siblings in the family, there was 1 student belonged to 9 - 10 bracket. There were 7 respondents with 7 - 8 brackets. There were 16 respondents has 5 - 6 children. Twelve (12) respondents had 3 - 4 children and 4 respondents had 1 - 2 children in the family.

Fishing was the main source of income with a frequency of 27 and a percentage of 67.50%. Next was farming with a frequency of 7 and a percentage of 17.50%. Construction work got a frequency of 6.

Bullying, cheating, and skipping from classes were leading among the behavior-related problems of grade seven students. Destroying of school properties, dropping out, improper use of cellphone, and vandalism were found to be sometimes committed by them.

To preserve the norms and policies inside the classroom, teachers were always practicing the prohibition of the use of a cellphone. Submitting a letter of explanation to the teacher for the offenses done was found as often practiced. In case a more serious offense takes place, the teacher called for parents' conference. Extending community service was sometimes practiced. For situations with severe offenses where the studies are at stake, the giving of failed grades was rarely practiced.

To address these offenses, practicing positive parenting was always done by calling for parents' or guardians conference. Addressing problem behavior were found as often practiced. They also gave conflict resolution strategies to respond to these misdemeanors committed. Using quality communications and applying non-harsh inductive discipline were mostly practiced by the teachers.

DISCUSSIONS

The following conclusions were formulated based on the findings: Knowing the students' entails reinventing ways of responding to their misbehavior and formulating measures to deal with their commonalities and differences. The practices of teachers in dealing with the problem-related behaviors of students create a mutually respectful relationship. In designing measures to enrich the disciplinary practices of teachers exploring for better means of molding more behaved learners is reaped.

KEYWORDS: Disciplinary Practices, Behavior-Related Problems, Grade VII Students

SUBMISSION ID: R005-CAMNOR-0036

Disciplinary Problems Encountered By the Elementary Public Schools Teachers in the District of Laurel: Basis for Improvement Plan of School Guidance Program

Elisa De Villa, Maricel Micua, Mary Grace Estorninos, & Maryrose Hernandez

Abstract

INTRODUCTION
The teacher is engrossed with multifarious responsibilities in carrying out the task of producing desirable young citizens who are expected to be molded in such a way that the days to come to these children turn out to be productive citizens. The teacher is the guardian and the parents must no less than fifty pupils who work with him from early morning to the needs of each closing day. He labors with knowledge and develops the pupils' attitudes and behavior. He inculcates desirable values so that the child would be a worthy member of the society in which he lives.

METHODS
This study utilized the descriptive method of research with the questionnaire as the major data gathering tool. The researchers firmly believed that this method is the most appropriate to examine the disciplinary problems encountered by the elementary public school's teachers.

RESULTS
The teacher-respondents have moderately agreed on assessments with regards to the disciplinary problems encountered. Pupils' activities are factors that because disciplinary problems being encountered by the elementary teachers. However, teachers and school factors admitted that some of their activities also cause disciplinary among their pupils. The possible solutions are being offered to minimize these problems if they cannot be totally eradicated in termed of school factor, teacher factor and pupil factor. An educational plan can be proposed to improve the school guidance program based on the results of the study.

DISCUSSIONS
Teachers should be self-motivated and committed to continually upgrade their educational and professional qualifications. They could participate in courses and training/seminars relevant to handling the disciplinary problems and take full advantage of them to secure a systematic improvement of the quality and content of education and of their class discipline techniques. School authorities should promote the establishment of a wide system of free in-service education for school heads, guidance counselors and teachers. Special attention should be focused on the pupils' activities so that the problem will be lessened. Teachers must find more interesting activities and innovative ways of addressing the discipline problem.

KEYWORDS: productive, desirable values, disciplinary problems, improvement plan, guidance program

Discovery Approach in Teaching Mathematics and Academic Performance of Lipa City National High School Students: Towards the Development of Learning Exemplar

Joynarose Permentilla, Department of Education - Lipa City

Abstract

INTRODUCTION
Teachers are faced with a lot of challenges amid their will and desire for a paradigm shift. Challenge is the diversity of learners. Aside from this, the approach itself entails a lot of constraints in terms of lesson content, method of instruction and assessment of student learning.

In LCNHS where the researcher is a Mathematics teacher, the discovery approach is also utilized to augment the school's need for higher academic achievement. The researcher aims to gauge the teachers' level of difficulty in the mentioned areas. The assessment shall be a basis for the development of learning exemplary.

METHODS
The study utilized the descriptive design. It is an evaluation study. A survey questionnaire was used. Respondents were asked to assess the difficulties based on the given indicators and to submit an average MPS of their handled sections with the use of the approach. The data were then retrieved, tallied, statistically treated and interpreted.

RESULTS
The difficulties encountered by the teachers in the use of discovery approach in teaching in terms of lesson content, method of instruction and assessment of student learning are all found to be of Great Extent thus rejecting the hypothesis.

The relationship between discovery approach in teaching mathematics and the students' academic performances has a computed coefficient correlation value signifying a low positive correlation. Therefore, the findings portrayed the significant relationship between the discovery approach employed by the teachers in teaching mathematics and students' academic, thus rejecting the second hypothesis.

DISCUSSIONS
The revealed difficulties encountered in terms of content might be because of the general orientation of teachers in terms of lesson planning. Moreover, teachers might be challenged to bridge between the traditional and discovery type of lessons. While the difficulty in terms of method of instruction might be because of the incomprehensive responses generated from the students since they may not be very familiar with the way the discovery approach is employed in class discussion. Furthermore, because of the difficulties identified in other areas, assessment of student learning is inevitably affected. The challenges encountered in lesson planning and delivery impact the way tests and measurements are done. Furthermore, assessment in discovery learning requires different standards from those of traditional teaching. Thus, teachers must be provided with sufficient training and samples of lesson exemplars.

KEYWORDS: discovery approach, method of instruction, assessment of learning

SUBMISSION ID: R04A-LIPAC1-0094

**Disruptive Behavior of Grade Six Pupils in Payapa Elementary School:
Its Implication to the Performance of the Pupils**

Matea Convento, Department of Education - Padre Garcia

Abstract

INTRODUCTION
The school environment is the cradle of formal education for students. As a human of learning, it is ideal that teachers execute the teaching process at their best and students achieve maximum learning. A classroom that is conducive to learning. A classroom that is conducive to learning is the aspiration of energy educators. The purpose of this study is to describe the nature of the disruptive behaviors of the students among grade six pupils of Payapa Elementary School. By having a deeper analysis of the causes of such disruptive behaviors, the researcher has high hopes that corrective measures can be suggested to help students prevent doing such behavior.

METHODS
The method used by the researcher in this kind of study is a descriptive survey study. Descriptive research is also valuable providing facts on which scientific judgment. Maybe based prior to the actual data gathering, procedure, the researcher used 40 grade five pupils of the same school as dummy respondents. For her, it best to use grade five students because, in many ways, grade five and grade six students are similar. The results of the findings were referred to as a statistician for the internal consistency test. four moderately agree three do not agree two and definitely agree.

RESULTS
The most observed disruptive behavior of the students is chatting, yielding or creating noise even if the classes are going as attested by a weighted mean of 4.65 and a verbal interpretation of disruptive behavior is the use of bad language as affirmed by the weighted mean of four-point sixty-three.

DISCUSSIONS
The results showed that the students are longing for the love, recognition, care and support and their family, especially their parent. Most of them work hard so that their parents can recognize their effort. It is not surprising why students who have dysfunctional family sick love and support from their friends and often times, they find the acceptance with bad comrades and acquaintances.

KEYWORDS: disruptive, dysfunctional family, comrades

SUBMISSION ID: R04A-BATANP-0217

Disruptive Students: How to Handle Difficult Pupils

Gemmalyn Silang, Department of Education - Batangas Province

Abstract

INTRODUCTION

Teaching is supposed to be a fulfilling profession. Teachers are always expected to act a certain way, to the extent that parents and students often forget that they are human too. However, teaching a class can become quite a challenge when a teacher has to deal with the constant disruption of a difficult student. As educators, teachers are concerned not only about their working conditions, but also about creating a positive learning space for their students. Disruptive behaviors compromise both. There are many reasons that a student may become disruptive. They may not understand the lesson, they may have already been taught the concepts in the lesson, or perhaps they cannot see or hear from where they are seated. And then there are students who are simply disruptive for whatever other reason, which may be beyond the teacher's control.

Teacher's attempt to prevent disruptive behavior can never guarantee a disruption-free class. Generally, it is as well to give any sort of disruptive student the minimum attention necessary because time focused on disruptive behavior is the time that is not being spent on facilitating learning.

METHODS

A Qualitative descriptive method of research was used. Descriptive studies are observational studies that describe the patterns of disease occurrence in relation to variables such as person, place and time. They are often the first step or initial inquiry into a new topic, event, disease or condition.

The purpose of descriptive research is, of course, to describe, explain, or validate some sort of hypothesis or objective when it comes to a specific group of people.

RESULTS

1. The teachers gave the following experiences about the Kindergarten developmental behavior of students: behavior that interferes with social interaction, difficulty managing emotional outbursts, behavior that does not respond to discipline, and behavior that interferes with school.

Strategies utilized by teachers in handling the developmental behavior of the kindergarten students: respond verbally, change locations, set limits, employ logical consequences, and practice ways to defuse the student's anger or tantrums.

DISCUSSIONS

1. How Teachers Describe Their Experiences in The Developmental Behavior of The Kindergarten 2. Behavior that interferes with social interaction

Difficulty managing emotional outbursts 4. Behavior that does not respond to discipline

KEYWORDS: Developmental behavior, Difficult, Disruptive behavior, Handle

SUBMISSION ID: R04A-BATANP-1727

District Oral Reading Test Result: Basis for Implementing Tutor and Tutee (Tat) Reading Intervention Plan at Mabayabas Elementary School

Limuel Galicia, Flora Mercado, & Francia Ogsimer, Department of Education - Batangas Province

Abstract

INTRODUCTION
This research study aimed to find out the number of non-readers among Grade two to Grade six pupils at Mabayabas Elementary School for the school year 2018 - 2019. The current performance of pupils in reading at Mabayabas Elementary has shown many pupils are non-reader. The researchers conducted this study because it is essential for pupils to get the proper instruction needed for them to find accomplishment in the classroom. Achievement in reading can affect success in every subject area in a child's school day as well as their future success in pursuing a career.

METHODS
The descriptive method of research was used in this study. An oral reading assessment tool was used to determine the number of pupils that needs assistance. A questionnaire was used to identify the factors that contribute to the poor reading level of the pupils. The respondents of the study involved 177 pupils from Grade two to Grade six and 28 parents of the identified non-readers. Frequency, percentage, ranking and weighted mean were the statistical tools used in quantifying the data gathered.

RESULTS
The results of the district oral reading showed that 51 pupils are on the average level which is 28.81% of total respondents ranked first. This means that most of the pupils are average readers. The profile of the parent respondents showed that 27 out of the 28 respondents were female. It also shows that 50% of the respondents were at the age of 41-above, 25 or 89% were married. It also revealed that 16 of the respondents were high school graduates, 9 are elementary graduates and none are college undergraduate or college graduate. It can also be gleaned that 18 of them were employed and 10 are not employed. It was identified from the results of the District Oral Reading Test that a total of 28 pupils are non-readers.

DISCUSSIONS
It was identified from the results of the District Oral Reading Test that a total of 28 pupils are non-readers. This means that teachers need to implement the Tutor and Tutee (TAT) Reading Intervention Plan to help lessen if not eliminate non-readers at the end of the school year.
Majority of the respondents are in the age of 41-above which is one of the factors affect the reading performance of their child. It is also revealed that 57% of the parents are high school graduates and most of them are employed which could be the reason that they are not able to guide and help their children to read.

KEYWORDS: Oral Reading, Tutor and Tutee, Reading Intervention Plan

Divulging Impact of Project Strengthening Academic Learning Tasks (Salt) in Teaching Spelling and Reading among Multigrade Grade Schools

Dr. Elvira B. Catangay & Edwin B. Catangay, Department of Education
Cabuyao City

Abstract

INTRODUCTION
The project Strengthening Academic Learning Tasks (SALT) has been implemented since School Year 2014-2015 as an interventional approach to strengthen academic learning tasks. This study aimed to determine the divulging impact of Project SALT on teaching spelling and reading among multi-grade teachers in Cavinti, Laguna from SY 2014-2015 to 2016-2017.

METHODS
This study utilized descriptive research to describe the current impact of intervention as best practices in teaching spelling and reading among multi-grade learners.

RESULTS
The study revealed that Project SALT did not only enhance the reading and spelling skills of multi-grade learners but the indicators substantiate the efficacy of the best practices in teaching spelling and reading using the structured instructional approaches not only among multi grade learners but in all grade level learners.

DISCUSSIONS
Project SALT as a structured instructional approach intends to unburden the day to day activities of teachers in strengthening academic learning tasks.

KEYWORDS: Project Strengthening Academic Learning Tasks (Salt)

SUBMISSION ID: R04A-CABUYA-0063

DIY (Do-It-Yourself) Moving Recyclable Robot

Jean Torrente, Department of Education - IMUS

Abstract

INTRODUCTION
This research refers to an innovation that transforms used cardboard, plastic and straw into a "Do It Yourself Moving Recyclable Robot". It also minimizes waste and helps save our Mother Earth through a very creative way of recycling. This shows energy transformation: chemical energy, electrical energy and mechanical energy using materials available at home. Nowadays, students are interested in D.I.Y activities, doing their own robot would be such fun!

METHODS
In conducting the study, students used scraps in doing the "Do it yourself activity" that enhance their creativity and develop their resourcefulness in an eco-friendly activity. The "D.I. Y Moving Recyclable Robot" was a battery operated a robot that demonstrates how energy can be transformed from chemical-electrical-mechanical energy. In order to know the effectivity of the project, we conducted a survey to both pupils and teachers of grades IV-VI as respondents to the questionnaires given to rate the functionality of the project.

RESULTS
Based on the obtained results, DIY "Moving Recyclable Robot" is a productive and an innovative way of encouraging the students to turn junk into useful materials that demonstrate energy transformation from chemical-electrical-mechanical energy. Students were benefited on playing the improvised "D.I. Y Moving Robot" rather than the commercialized robot. The satisfaction that the students get from playing improvised robot cannot be replaced by an expensive robot. They can save money as well. 80% of the respondents showed the effectiveness of the project from the data gathered.

DISCUSSIONS
According to the study conducted, the "DIY Moving Recyclable Robot" was interpreted its functionality traits as effective using the data gathered. Students were encouraged to make an improvised toy using waste materials in classroom activities. Further studies must be conducted to upgrade the DIY Moving Recyclable Robot".

KEYWORDS: effectiveness/ functionality/ productive/innovation/ and D.I.Y Do It Yourself

SUBMISSION ID: R04A-IMUSC1-0042

Do It Right: Its Effectiveness on the Reading Abilities of Children

Josephine V. Ambrocio & Roselina D. Sumaylo, Department of Education - Cavite, Region IV-A/San Gabriel II Elem. School

Abstract

INTRODUCTION
This study focused on the functionality of PROJECT DO - IT - RIGHT on the reading abilities to struggling readers. This was conducted in support of **Department of Education**'s project ECARP, allowing children to have better reading experiences in the future.

METHODS
An experimental using a simple Pretest - Post-test Design involving 108 Grade III pupils of San Gabriel II Elementary School, SY 2017-2018 was utilized.

To diagnose the reading capacity of the participants, the researchers developed and validated a reading material named, Do-It-Right Informal Reading Assessment Tool (DIR-IRAT) which was used during the pretest and post-test.

Mean validated (DIR-IRAT) and determined the respondents' reading levels. Stanine established school norm which was the basis for classifying respondent's reading abilities, and t-test for the effectiveness of the program.

RESULTS
DO - IT - RIGHT was found effective. Conflicts like: pupils' lack of interest in attending sessions; exhibiting reading difficulties despite regular attendance, negative attitudes towards reading and the lack of parental support were identified and served as bases in developing an enhancement program.

DISCUSSIONS
Based on the results of the study, it is highly recommended that Project Do it Right must be implemented by the Reading Teacher to help struggling readers improve their reading abilities. Likewise, it is recommended that pupils with learning difficulties be referred to as Developmental Pediatrician for proper assessment. This is to assess further the extent of their reading deficiencies so that the reading teacher is able to do some modification in the reading program to suit the developmental requirements of the child.

KEYWORDS: Reading Program, Informal Reading Assessment Tool, Teaching Strategies

Do You Know What You Know? Exploring the Metacognitive Calibration of Senior High School Students of E. T. Tirona Memorial National High School S.Y. 2017-2018

Marvin Jay Maming, Department of Education/ETTMNHS

Abstract

INTRODUCTION
Metacognitive calibration is one among the many aspects of metacognition. The study focused on determining the senior high school students' metacognitive calibration through an investigation into how well students are able to predict which questions they will or will not be able to answer correctly on an upcoming assessment in an elective subject from the STEM Strand, General Physics 2. A number of literatures on metacognitive calibration has been identified, however, the extent of its investigation and implications in the Philippines is still limited. The results of this study have implications for future research on metacognition for Filipino learners.

METHODS
In order to determine the students' metacognitive calibration, this descriptive research made use of the Knowledge-Survey (KS) test to match the students' perceived results of the semesterly exam with their actual individual result. Correlation between the KS Score and the Assessment Score was established. Two intact sections with a total of sixty (60) students were the respondents in the study selected via purposive sampling. Factors such as respondents' sex, age, and socioeconomic status were not considered in the study.

RESULTS
Matching the results of the Knowledge Survey (KS) with that of the Assessment Score (AS) revealed a positive correlation between the two variables. This indicates that students who scored high on the Knowledge Survey also scored high on the actual assessment. To further establish correlation, grouping the results as to High, Middle, and Low revealed positive correlation in the high and low performing students, but slightly negative correlation among the middle/average performing students.

DISCUSSIONS
Results from the Knowledge Survey and Assessment Score revealed that high performing students and low performing students are more metacognitively calibrated. That means that these students have the skill of discriminating questions that they can answer with ease and those that they cannot. On the other hand, average performing students tend to overestimate their abilities. That means, they thought that they believed they can answer certain questions, but weren't able to deliver the correct response in the end. Examination of the data at the level of students' overall scores reveal results that are consistent with the Dunning-Kruger effect, in which low-performing students tend to overestimate their abilities, while high-performing students estimate their abilities more accurately.

KEYWORDS: metacognition, physics, Dunning-Kruger effect

Document Analysis of Pta Fund and Lgu Educational Assistance Utilization of Osita Central Elementary School: Basis for Designing Model Budget Allocation and Contextualized Financial Monitoring System

Donna D. Aguarilles, Joahne R. Mabalot, & Janet C. Siason, Department of Education

Abstract

INTRODUCTION

Transparency is one of the most vital issues in the society nowadays especially to schools regarding the utilization and liquidations of the Parents-Teachers Association Fund and the LGU Educational Assistance. In response to the government's motto " Honesty is the Best Policy" and in vision of transparency to our stakeholders, we, in this study assessed the budget utilization of said resources of our school compared to its allocation as the basis in developing our Model Budget Allocation which will be reflected in our Contextualized Financial Monitoring System

METHODS

This research employed a qualitative method of research. The interpretative phenomenology specifically documents analysis method of research was used. FGD was conducted as well. The participants in the FGD were the 10 PTA officers of Osita Central Elementary School chosen using the following criteria (1) an officer in the school with at least 2 years of officership (2) a parent of the officially enrolled pupil.

RESULTS

Many participants in our focus groups perceived that an annual assessment of the budget allocation should be done. They voiced that areas consecutively exceeded its budget should be given more allocation and areas that consecutively do not utilize their budget should be given less allocation. Also,10% of the total collection must be withheld at the end of the school year to serve as a start-up funds for the next school year. Participants suggested to create a financial monitoring system as a means to make the monitoring of funds easier so that reports could easily be made, manipulation will be eliminated and transparency is addressed.

DISCUSSIONS

The results demonstrate the need for re-appropriation of budget allocations. Prioritization of needs should be considered. The developed financial monitoring system must reflect the new budget allocations. Validation of the contextualized financial monitoring system - The Transparency Quick (TransQuick) Financial Monitoring System must be done to assess its effectiveness, its usability and its significance in attaining transparency of cash inflows and outflows of PTA fund and LGU Assistance. Research practitioners must conduct related studies in this innovation for further improvement.

KEYWORDS: Parents-Teachers Association, PTA fund, PTA budget utilization

SUBMISSION ID: R012-KORONA-0015

Documentary Film in Teaching History: Its Effect on Students' Academic Achievement

Juan Paolo Luna, Teacher

Abstract

INTRODUCTION

With the onset of digital technology, one of the institutions heavily influenced is Education. The teaching and learning process have been transformed from the traditionally practiced standards towards a more modernized technologically bound system. In this study, the researchers assessed the effect on students' achievement level of using documentary film in teaching history.

METHODS

The study used the Quasi-experimental Method of Research in the form of Pre-test - Post-test Equivalent Groups Design to test the effectivity of utilizing documentary films in students' conceptual understanding in History. It compared the achievement scores of students when exposed to documentary film-aided instruction and traditional instruction in teaching History. It also utilized the Descriptive Method of Research to determine the preferred strategy of the students whether it be the lecture-based instruction or the documentary film-aided instruction.

RESULTS

The study revealed that the students perform better when taught using Documentary Film-Aided Instruction than using Lecture- based instruction. The mean scores of the students are significantly higher in classes using documentary film as an aid in instruction. It was also noted that the majority of the students preferred the Documentary Film-aided Instruction because modern students are audio-visual learners.

DISCUSSIONS

The use of documentary film in teaching history is an alternative strategy to the usual history instruction suited to the learning styles of students in our present generation. Students nowadays prefer technology-bound instruction because they believe that it makes learning more interesting and fun.

KEYWORDS: documentary film, documentary film-aided instruction

Dominance and Submission in E.L. James' Fifty Shades of Grey

Maria Cristina Reyes, Department of Education - Lipa City

Abstract

INTRODUCTION

Fifty Shades of Grey is a cultural phenomenon that is worthy of consideration due to its implications for the lives and experiences of every reader. It has become an acceptable novel even for women. It is s story of sexual attraction between a young, wealthy white man and a college-aged, middle-class, virginal. white woman. People across the globe have become enraptured with this romance story between a dominant and submissive. Some of the factors that are important to decipher how women and men think differently about their bodies and about sexuality are the language used in order to articulate the characters' knowledge.

METHODS

The descriptive method of research is used in this study by means of a qualitative approach. It is a fact-finding study aiming for accurate and adequate interpretation of data. It allowed description with emphasis on what actually exists on the topic such as current conditions, practices, situations, or any related phenomena. The researcher decided to use a qualitative approach to accomplish the overall aim of the study such as to elucidate dominance and submission in the novel. The researcher made use of the 2011 erotic romance novel book, Fifty Shades of Grey, by British author E.L. James.

RESULTS

The domination is not only through sexual activities but also through emotion, humiliation, manipulation, isolation, intimidation and stalking to Anastasia. But dominance can also be seen in Anastasia as she dominated Christian in her own way of loving him. As Christian's feelings for Anastasia deepen, the common hope that love can cure it all comes alive, rooting for Christian to allow himself to love Anastasia in the old-fashioned, traditional way. Any form of intimacy that expresses love and affection seems forbidden for Christian but he allows Anastasia to drive his emotion and one of the most endearing qualities of Christian as a character is that he slowly lets Anastasia into his emotional world and he lets her help heal his emotional wounds.

DISCUSSIONS

The study sought to analyze the predominant character traits of Christian Grey and Anastasia Stelle, describe the stages in their relationship, the Structure of Male and Female Dominance and the implications of the relationship bet the two characters that led to romantic life. Dominance is not only shown in Christian Grey but also in Anastasia Stelle. She shows her prowess to control Christian through the experimental technique until she learned the ways of gaining dominance.

KEYWORDS: DOMINANCE AND SUBMISSION IN E.L. JAMES' FIFTY SHADES OF GREY

SUBMISSION ID: R04A-LIPAC1-0091

Dominant Personality Type and Level of Teaching Performance of Elementary Teachers

Junind Mae Barrios, Teacher I

Abstract

INTRODUCTION

In every organization, there are different types of personality that are manifested by every individual. It is accepted worldwide that teaching performance and personality types play a crucial role in the educational aspect. In the Department of Education, distinct personality types of teachers have been observed. For a more local and closer perspective, public schools encountered various problems on factions and disagreements among teachers with nonidentical personality types and teaching performance. The researcher was prompted to conduct this inquiry to determine the Dominant Personality Type and Level of Teaching Performance of Elementary Teachers of Marbel 6 Elementary School, Koronadal City.

METHODS

This descriptive cross-sectional study was conducted using a standardized personality type checklist and a CB-PAST questionnaire to gather data from 21 elementary teacher respondents. The data obtained were analyzed and treated using the frequency count and weighted mean.

RESULTS

The study revealed that the Personality Types of Elementary Teachers were the following: eight teachers were sanguine; six are choleric; six teachers were phlegmatic and one had a melancholic personality type. Thus, the dominant personality type was sanguine. This denotes that most of the teachers were fundamentally spontaneous and pleasure-seeking; they were sociable and charismatic. Further, it showed that irrespective of personality types, all teachers perform proficiently as evidenced by means of 3.14, 3.29, 3.25 and 3.49 respectively. This result implied that the Level of Teaching Performance of Teachers of Marbel 6 Elementary School often exceeds expectations.

DISCUSSIONS

The result of the study was supported by Ekstrand (2012) who stated that Sanguine types can be drawn to teaching because they desire to influence, and being enthusiastic with people in expressing thoughts with excitement and being the center of attention. In addition, the Level of Teaching Performance of Elementary Teachers of Marbel 6 Elementary School irrespective of personality type was Proficient though those with Melancholic personality type got the highest performance meanwhile those with Sanguine personality type got the lowest. They displayed a high level of competency related skills exceeding requirements in many of the areas. This conveyed further that the personality types of teachers did not influence their level of teaching performance.

KEYWORDS: Dominant Personality Type, Level of Teaching Performance of Elementary Teachers, Descriptive Cross-Sectional Study

SUBMISSION ID: R012-KORONA-0023

DORP: Managing its Implementation in Camp Vicente Lim Integrated School

Conchita Palma, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

The study aimed to determine the management of the implementation of the Dropout Reduction Program (DORP) of Grade 10 students in Camp Vicente Lim Integrated School. The researchers sought the help of the advisers on the profile of the students who were at risk from dropping out. A descriptive method of research was used in this study to obtain the data needed. A purposive sampling technique was employed and the results were interpreted and organized according to how the questions appeared. Strategic components of Drop Out Reduction Program (DORP) adapted and managed by the teachers such as modular instruction, close monitoring of the students and home visitation were effective to lessen the drop- out rate.

METHODS

A descriptive method of research was used in this study to obtain the data needed. The descriptive questionnaire was the main instrument employed by the researchers. The respondents in this study were the selected Grade 10 students who were at risk of dropping out and dropped out students who returned to enroll in Camp Vicente Lim Integrated School.

RESULTS

The study revealed that students aging from 15-16 years old with the highest occurrence counts of 27 or 58.69% were the most students -at-risk in dropping out. Most of the respondents were males with 60.86% or 28 frequency counts. Out of 46 respondents, 50% of them lived in Mayapa. On their parents' educational attainment, 24 or 52.17% were high school graduates, it was followed by 15.2 % or 7 of them were high school undergraduate, while the rest was elementary graduates. Only 1 or 2.17% graduated from college. In terms of parents' occupation, the carpenter occupied the biggest percentage of 19.57%, while housewives have the greatest frequency counts with 33 or 71.74 %, most of them belonged to the 45.65% with social economic status of 3000-4000 pesos a month.

DISCUSSIONS

The main profile of the schools before and after the implementation of the DORP for the last two consecutive years revealed that in the school year 2014 -2015 there was a 0-dropout rate and for the school year 2015-2016 there were 4.07% of drop-out rate. After the implementation of the Drop-out Reduction Program, there was 1.93% drop-out rate. There was a 2.14% difference in the drop-out rate before and after the implementation of the program. An increase in academic performance can result when the parents, the school, and the community creates a partnership for the benefit of the children (Delgado-Gaitan, 2001)

KEYWORDS: Drop-Out: Drop-Out Rate: Dropout Rate Program; Managing; Implementation

SUBMISSION ID: R04A-CALAMB-0294

Double Exposure Language Program in Teaching Mathematics in the Fourth Congressional District of Laguna: An Evaluation

Nery Relumen, Department of Education - Siniloan Integrated National High School

Abstract

INTRODUCTION

Double Exposure Language Program in teaching Mathematics makes use of a bilingual approach which means that aside from the use of the English language as a medium of instruction in teaching Mathematics, the pupils are also exposed to the discussion of the same lessons using their native language or mother tongue. The researcher as an educator like many others in the field are concerned about the learning of students in schools that's why an evaluation of the existing program is very important.

METHODS

The descriptive-correlational research method was used in this study since it measured data that already existed among 299 grade III pupils and 33 teachers from ten central public elementary schools in the Fourth Congressional District of Laguna. Their final grade in Mathematics during grades I and II was correlated with factors related to effective teachings such as instructional time allotment, a medium of instruction, classroom management, teachers' teaching strategies, and the administrative support, under Double Exposure Program to reveal substantial results. The researcher used questionnaires in the gathering of data and was treated using the Pearson-r test.

RESULTS

Under Double Exposure Language Program, Instructional time and Medium of Instruction have found a significant relationship to the pupils' performance and to the extent of effectiveness of Double Exposure Program in teaching Mathematics. However, Classroom Management, Teaching Strategies, and Administrative Support show a very weak relationship between the pupils' performance and the extent of effectiveness of the Double exposure program. Based on pupil's final grade in Math from two consecutive school years, the majority of their grades range from 81-85 (Satisfactory). It revealed that the Double Exposure Language Program is significantly effective in teaching mathematics at primary level. Furthermore, the age of pupil-respondents occurred significantly related to their performance but pupils' gender found to be not significant. It implied that the performance of pupils varies in terms of their age and will not vary in terms of their gender.

DISCUSSIONS

Pupils are likely to have better performance in Mathematics if the subject is taught twice a day using both English and Native language as the medium of instruction which is facilitated through the Double Exposure Language Program. Moreover, further study of the same nature should be made in other schools in other Districts of Laguna to strengthen the findings of the present study.

KEYWORDS: double exposure language program, Mathematics teaching

SUBMISSION ID: R04A-LAGUNA-0193

DREAM (Decoders Recovery through Enhancement and Mentoring) to Improve Reading Ability of Alturanians

Jocelyn Vispo & Risle Mercado, Department of Education Tanauan City

Abstract

INTRODUCTION
This study aimed to improve the reading level in English of grades IV to VI pupils of Altura Elementary School. Most of the respondents in this study have reading difficulties that serve as a hindrance in other learning areas. The researchers dreamed to improve the academic performance of Alturanians through the ability to read and comprehend text. Pursuant to Regional Memo. No. 312 s. 2018 entitled "Brigada for Every Child a Reader" which aims to make every Filipino child a reader at his or her grade level, the researchers came up with a program called DREAM (Decoders Recovery through Enhancement and Mentoring).

METHODS
This action research made use of a quantitative method to assess the improvement before and after the program. Purposive sampling technique was used by the researchers in the selection of the respondents considering the result of Pre-Test in Phil. IRI. Interventions were given based on the reading level. Post-test followed to determine the improvement.

RESULTS
Most of the pupils under this study are under the literal level of comprehension based on the group screening test. They can easily answer what the text says and what actually happens in the story. They became frustrated when the questions are in the inferential and critical level. When it comes to word recognition most of the respondents were at the Independent level (97-100%), and Instructional level (90-96%). However, when it comes to comprehension some respondents were at a frustration level (58% and below).
There is a significant difference between the pre-test and post-test result after employing the DREAM.

DISCUSSIONS
Hence, based on the findings, it is therefore concluded that the reading ability of the pupils can be improved through coaching and mentoring using different reading strategies. After the intervention, most of the pupils improved their reading level, although not all of them are at a reading level suited for their grade.
This action research proves that dream can be a reality, not all reading passages can be applicable to all. It is important to determine the reading level of pupils in order to give the appropriate coaching and mentoring (Model Reading, Monitor and Fix up, Reread the Story and Ask Questions Throughout, Each One Teach One, Summarizing the Story and Graphic Organizer) to attain the level expected of him/her. It is recommended to have a further study in Filipino/ Pagbasa and to continue the intervention together with the parents at home because of limited time in school.

KEYWORDS: Decoders, Comprehension, Coaching, Mentoring, Recovery, Reading

Dressmaking Promotion Scheme: A Course of Action to Increase the Enrolment in Dressmaking

Evangeline C. Caraan, Maylen Y. Adarlo, & Maylene C. Del Rosario, SPNHS

Abstract

INTRODUCTION
Dressmaking is one of the areas covered by the Technology and Livelihood Education (TLE) subject. The skills and attitudes students develop in the classroom and as teaching instructors are assets in home and community settings in a wide variety of ways. It is also directed towards the creation of potential entrepreneurs and livelihood-oriented individuals. The limited number of the students taking the specialization triggered the researchers to look for possible inclination or indifference of students towards it. The main objective of this study is to identify the Dressmaking Promotion Scheme which is the basis of the course of action to increase the enrolment in Dressmaking

METHODS

The descriptive design was utilized as it was deemed appropriate to be used in this study. The respondents of the study are select 50 female Grade 8 students from the 13 sections. The respondents were given a set of questionnaires to identify the positive and negative perceptions about dressmaking.
RESULTS
 Some students have a negative attitude towards the rigid work that needs dedication and perseverance. Based on the findings derived from the data gathered, to help improve the negative perceptions towards dressmaking, the teacher utilizes various motivational activities set in the classroom setting so that students are in their best learning situation, developed and implemented guidelines and rules in the dressmaking class. The result of this study will be a tool to create an authentic and functional plan of action to increase the enrolment rate in dressmaking.

DISCUSSIONS
 Dressmaking has been tagged as a gender-related activity, but only a few students have chosen to specialize in dressmaking. Students were directed to choose the specialization that they want to hone during their stay in junior high school. Teachers may use interactive teaching techniques and suitable strategies that would reinforce the students' perceptions in the dressmaking subject. Varied strategies and authentic activities that will give the students hands-on training and first-hand application may be employed to better improve the achievement level of the student. The family, especially the parents and the immediate community may be encouraged to join in the responsibility of helping the students learn dressmaking better.

KEYWORDS: Dressmaking

SUBMISSION ID: R04A-BATANP-1464

Driving Students' Level of Awareness of Road Sign

Christian James Acuzar, Joyce Bronzi, Mary Jhoy Bayona, & Rica Louise
Bawalas

Abstract

INTRODUCTION
Nowadays, people are often using or riding in any form of vehicle. They are driving even though they are not fully registered as professional drivers that is why they are engaged in accidents. In response to this concern, the study explored the level of awareness of driving students of different road signs and its significant relationship to their demographic profile.

METHODS
The study was conducted in Munting Ilog National High School, Munting Ilog Silang, Cavite. The study employed descriptive- comparative design. Data were gathered through the administration of the test to gauge their level of knowledge with regard to road signs. T-test was used to determine the significant connection between the demographic profile and level of awareness in road signs. Awareness across gender and age was compared to know if these (age and gender) have something to do with how they comprehend these cautionary marks.

RESULTS
The study revealed that there is no significant difference between the demographic profile and the level of awareness of road signs of the students in MuntingIlog National High School. Regulatory and informative categories obtained almost the same mean, 5.6 for male drivers and 5.8 for female drivers and 6.23 for male drivers in regulatory signs and 6.13 for female drivers in informative signs with the descriptive rating of very good. While warning road sign falls under satisfactory with a mean score of 5.15 for male drivers and 5.10 for female drivers.

DISCUSSIONS
The results show that most of the students who are driving have a moderate level of understanding of road signs, especially in informative signs. Their gender and age have no direct impact on their awareness as shown by the T-test. This means that male and female drivers have equal knowledge of these signs. However, in terms of the age gap, the small interval may not guarantee that there is no significant relationship between the two variables.

KEYWORDS: rica

SUBMISSION ID: R04A-CAVITP-1453

Dunong Kahon: An Intervention to Improve Reading Skills of Selected Grade 2 Pupils

Michelle Gunayon

Abstract

INTRODUCTION
The true backbone of learning is reading. All subject whether it's Mathematics, Science or even Home Economics starts with the written word. A lot of reading is necessary as subjects become more compressed and challenging as students move up the educational ladder ("How do Filipino students' rate in reading?", 2010)

METHODS
This action research aimed to assess the effect of utilizing Dunong Kahon to enhance the reading skills of grade II pupils of Maguyam Elementary School. The study used a quantitative type of research.
A total of 89 grade two pupils for the school year 2017-2018 were the participants who were classified in the frustration level in the administered Philippine Informal Reading Inventory (Phil-IRI). The study was conducted from August 29 to March 23, 2018.

RESULTS
The computed mean value of 80% which was interpreted as passed, implied that the participants performed better in their post-test and demonstrated an improvement in their reading skills. At a 0.5 level of significance, the critical value of 1.65, degree of freedom of 176, mean difference of 3.17, the standard deviation of 0.92 and t value of 22.14 indicates that the null hypothesis is rejected. Therefore, there is a significant relationship between the baseline and end line results of the reading skills of grade two pupils.

DISCUSSIONS
Findings from the study showed the baseline result of the reading skills of the participants. All the 89 participants got a percentage of below passing and with the mean result of 48 % or failed. After the administration of intervention, the end line result presented an increase in the number of participants who demonstrated improvement in their reading skills. 84 out of 89 participants got a passing grade in their post-test and with a computed mean value of 80% which was interpreted as passed. The study also showed that there is a significant difference between the baseline and end line results of reading comprehension of the participants.
The study concluded that Dunong Kahon has sufficient kind of materials and strategies that has a positive and significant effect on the reading skills of the participants.

SUBMISSION ID: R04A-CAVITP-1225

Dynamic Leadership and Strategic Management of Public Secondary School Principals

Nerissa Tabion, Department of Education

Abstract

INTRODUCTION
School principals have a unique way of leading their people and managing their schools. As school leaders and managers, they often encounter challenges in performing their duties and responsibilities. Their experiences, attitudes, and personality greatly contribute to coming up with these challenges. In this study, I determined the levels of dynamic leadership and strategic management of public secondary school principals in the six Division of Pangasinan.

METHODS
The descriptive-correlational research design was used in this study which sought to describe the respondents' in terms of their profile variable and the level of their dynamic leadership and strategic management. It is also correlated with such a level of dynamic leadership and strategic management with the profile variables. To address the foregoing problems in this study, statistical measures were used for data analysis and interpretations.

RESULTS
Based on the findings, the following were drawn: 1) the public secondary school principals widely vary in their profile and at certain instances their variations are in extreme cases and are predominantly female group of principals, and most of them did not finish their doctorate degree 2) the performance level of PSSPs in terms of dynamic leadership is impressive 3) the performance level of PSSPs in terms of strategic management is likewise commendable 4) the profile variables are not sources of variation on the PSSPs level of dynamic leadership and strategic management 5) there is a positive correlation between the level of dynamic leadership and strategic management along attitude towards leading and managing the schools.

DISCUSSIONS
The results demonstrate the need for the following: 1) the public secondary school principals should take their own initiative to further hone their professional upgrading by completing their doctorate degrees 2) the very high level of dynamic leadership of the PSSPs should be sustained for the benefit of the teachers, students and the community 3) the very high level of strategic management of PSSPs should be strengthened to make their schools continuously improve 4) more appropriate and relevant variables should be explored to better determine the dynamic leadership and strategic management of PSSPs 5)The very favorable attitudes towards leading and managing of PSSPs should be nurtured 6) further study should be conducted to determine the level of dynamic leadership and strategic management of the PSSPs using a wider scope.

KEYWORDS: dynamic leadership, strategic management

SUBMISSION ID: R001-URDANE-0029

E- Classroom in the Learning Outcomes of the Grade Four Pupils of Dagatan Elementary School (An Experimental Study)

Jesussa Judee Hernandez & Lina M. Delica, Department of Education - Masbate

Abstract

INTRODUCTION
The classroom is where individuals are taught: a room, especially in a school where classes are held. It is where the pupils gain interactive learning with the assistance of a teacher. Way back in the latter century, Philippines schools exhibited traditional classrooms to foster the pupils need for education, consequently to apply the knowledge in real life situations. And because of the latest school system which is the K to 12, public schools need to be upgraded to keep abreast with the latest mode and current trends of technology. With this fast-changing world of computers and gadgets, educational institutions must be concurrent to the realm of these electronic devices to improve people's way of living. Thus, the birth of E- classroom.

METHODS
This study used the experimental method of research with a constructed pre and post-test as the main instrument for the data gathering to discover the efficacy of an electronic classroom vice traditional classroom in teaching, specifically, English subject among the grade IV pupils of the aforementioned school.

RESULTS
The result of the posttest between the controlled and experimental group arrived at having a significant difference. The group who utilized the e- classroom got higher scores in the post-test. It is due to the innovativeness and uniqueness of the Electronic Classroom. Results also visualized the advantages of using modern technology rather than with chalk and talk method of teaching. It uplifts the performance of learners especially the young. Having interactive, more creative and eye-catching materials in teaching merely arouse the learners to listen, participate and learn well.

DISCUSSIONS
E- classroom encourages a lot of exciting and thrilling activities that the learners may enjoy their lessons or subjects. It will be easy for the teacher to facilitate using computers instead of using the chalk-talk method. And based on the findings of the study, the researcher concludes that the pupils comprehend more with the use of E- Classroom rather than with the traditional classroom. Modern technological instructional material gets the attention of pupils in the discussions and they became more participative and the use of modern technology resources that include audible and visual comprehension activities can make a significant difference to a pupil's performance.

KEYWORDS: e-classroom

Early Childhood Development Index of Department of Education Calamba City's Kindergarten: A Basis for Prompt Intervention

Jasmin Caraan, School Divisions of Calamba City

Abstract

INTRODUCTION
Nurturing children's total development, individual needs should be age and culturally appropriately given. Republic Act 8980 or Early Childhood Care and Development (ECCD) Act, declaration of policy, promoted the state's mandate to promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and its special needs; and to support parents in their roles as primary caregivers and as their children's first teachers.

Addressing developmental delays among Kindergarten learners of **Department of Education** Calamba City is the main focus of this research. Developmental delays on the Early Childhood Care and Development Checklist are activities-embedded which can have reported by parents or present during the administration or not present that indicates the delay.

METHODS
Descriptive approach of research was used in this study to describe pupils' performance. Fifty pupils (50) from one kindergarten section served as the respondents of this study. Data Gathering was done from June to August 2018. First assessment and second assessment results were tabulated, analyzed and interpreted. The data gathering process included sampling, data collection, and data analysis.

RESULTS
The results of the first assessment and second assessment in fine motor domain among fifty pupils show that MPS in fine motor domain during first assessment is 58% and based from data on development index it was interpreted as significant delay in overall development with standard deviation of 1.43 while second assessment results garnered 91.27% and interpreted as Average overall development with 1.0 standard deviation.

The results of the first assessment and second assessment in Self-Help domain among fifty pupils show that MPS in Self-Help domain during the first assessment is 78%, based on data on development index it was interpreted as a slight delay in overall development with a standard deviation of 1.55. The second assessment results garnered 95.77% and interpreted as Average overall development with 0.63 standard deviations.

DISCUSSIONS
Based on assessments there is a difference of 33.27 MPS from the first assessment and second assessment, meaning, prompt intervention utilized was effective.

Based from assessments there is a difference of 17.77 MPS from first assessment and second assessment, meaning, prompt intervention utilized was effective.

KEYWORDS: development delay, modules, performance

SUBMISSION ID: R04A-CALAMB-0124

Early Exposure of Select Male Students to Smoking and its Effect to Their Health and Schooling at Ananias C. Hernandez Memorial National High School

Angelo Capul, Department of Education, Ananias C. Hernandez Memorial National High School

Abstract

INTRODUCTION

What the school prioritizes the most is not actually the quality of education but the well-being of the students it serves. For this reason, a student has to feel the safest conditions possible to fully make his study as great as it should be. Part of these is to consider his health state and attitudes towards his study. And one of the difficulties that he may be possibly be engaged in is Cigarette-smoking and this is something that needs sufficient attention and concern for once he gets exposed in a not-so-good habit this brings not-so-good-effect to his health and schooling.

METHODS

The Descriptive Method was used for this study. The survey, Questionnaire, and Testimonies were utilized in accumulating the information and data. There were 10 respondents of the study from different grade levels who were proven to be exposed to this kind of habit at a young age. The record of the Anti-Tobacco Campaign Coordinator was the basis of choosing the students to be interviewed. Questionnaires were given to the respondents which were answered with honesty. Follow-up queries were asked after surveying and answering questions to further inquire for deeper causes and reasons why they have become engaged in this kind of habit.

RESULTS

There were ten male students chosen to go under this study. It was found out that the earliest experience of cigarette-smoking was at the age of eleven. Eight of them were admitted that their friends were the main reason why they began such habit while the two confessed that its origin to their life was due to curiosity. All of them have ideas about the possible dangers that smoking brings to their health and they are aware that it even affects their outlook on the definition of studying well. It was a good indication that they are all being reprimanded when caught doing it at home is being forbidden by their parents to continue this habit. It is very alarming that at their age, they already consume the number of cigarettes which is not good for their health and study.

DISCUSSIONS

There's a need for effective action plans, that's what the result showed. People around a student's life are such a big factor why he becomes acquainted with something he is not supposed to be in. There should be something to be done to the root causes and existing problems at the moment regarding cigarette-smoking, its effects to study and health.

KEYWORDS: Cigarette-Smoking, Health, Effects and Influence.

SUBMISSION ID: R04A-BATANP-1843

Early Intervention Strategies to Reduce Dropout

Gregorio A. Co Jr., Marilou P. Bronzi, & Matea-Alvyn H. Trinidad, Schools
Division Office of Imus City

Abstract

INTRODUCTION
Everyone has the right to education and education shall be free as stated in Article 26, declared in the universal human rights. Drop out is a multi-dimensional/sectoral issue and that requires every stakeholder. NEDA, Department of Education and other agencies targeting the drop out problem have exerted all efforts in the reduction of dropouts but despite all the exerted efforts to minimize or even totally eliminate the number of school dropout, dropout rates remain high.
In the Schools Division of Imus City, the overall dropout rate is 4. 61% for elementary and 7.90% for secondary level for SY 2014- 2015.
The descriptive research sought to determine the relationship between the socio-demographic characteristics of the teachers and the early intervention strategies of teachers to reduce drop out.
The results served as baseline data for Department of Education and plan support for teachers to reduce drop out in their respective schools and eventually increase their school's performance.

METHODS
The study utilized the mixed method to describe the population in terms of the level of differences. Responses were validated through a focus group discussion participated in by 36 teacher-guidance counselors. The study was limited to dropouts from SY 2014-2015 and SY 2015-2016.

RESULTS
Findings of the study revealed that family-related problems such as the death of parents was identified as the top reason why pupils/ students drop out.
The top three early intervention strategies are: checking student's profile and anecdotal records, home visitation, an interview with the previous adviser. Test of significant relationships revealed that home visitation strategy is significantly related to age, civil status, grade level assignment, and subjects handled. Checking of student's profiles and anecdotal records, on the other hand, is significantly related to age while the interview with the previous adviser is significantly related to age and years of experience.

DISCUSSIONS
The results demonstrate the need for the spirit of parental care especially among teacher-advisers who are single and the exercise of parental authority to reduce drop out.
Processes on attendance monitoring and home visitation, and monitoring and evaluation in the conduct of home visitation should also be revisited to continuously improve drop out programs and policies.
Progress monitoring on the improved home visitation process is conducted to check its efficiency.

KEYWORDS: Early Intervention Strategies, Dropout Rates, Teacher-Guidance Counselors

Early Language and Literacy Skills of Kindergarten Pupils as Assessed By Kindergarten Teachers in Batangas City East District, Division of Batangas City

Mary Rose Herrera, District VI- San Pedro Elementary School

Abstract

INTRODUCTION

Early language and literacy (reading and writing) development are closely linked to a child's earliest experiences with books and stories. Early literacy plays a vital role in enabling the kind of early learning experiences linked with academic achievement, reduced grade retention, higher graduation rates, and enhanced productivity in adult life. The researcher thought to help in realizing the purpose of enhancing the language and literacy skills of kindergarten learners, through the use of different activities come up with this study. The researcher thought to help in realizing the purpose of enhancing the language and literacy skills of kindergarten learners, through the use of different activities come up with this study.

METHODS

A descriptive research design was employed by this study. It is defined descriptive research as a purposive process of gathering, analyzing, classifying and tabulating data about the prevailing conditions, practices, beliefs, processes, trends and cause-and-effect relationships and then making an adequate and accurate interpretation of such data with or without the aid of statistical tools.

RESULTS

The research showed that amongst the fifteen (15) Kindergarten teachers in Batangas City East District, Division of Batangas City, the skills utilized for Kindergarten learners were reading, writing, listening and speaking. Furthermore, the findings of the research demonstrated through the data gathered from the respondents, that oral language, phonology awareness, book, and print orientation, alphabet knowledge, word recognition, handwriting, and fluency has a great extent as domains of early language and literacy skills for Kindergarten learners.

DISCUSSIONS

Language and literacy are distinct yet highly related components of early learning. Through language development, children acquire the tools to communicate ideas with others. The early language and literacy compose of different domains. The assessment of developing literacy skills can serve to identify those children who may be at risk for later reading difficulties. Furthermore, assessment can guide the content and delivery of early literacy instruction. The researcher who is a kindergarten teacher believes that failure to identify learners' difficulty in early time and without providing intervention in promoting emergent literacy skills is likely to have a serious repercussion for later development of conventional reading skills

KEYWORDS: alphabet, knowledge, books, composing, fluency, early childhood, literacy, numeracy, reading, skills

SUBMISSION ID: R04A-BATANP-1737

**Early Language, Literacy and Numeracy of Grade Three Learners in
Malaya Elementary School, SY 2018 - 2019**

Cherrysh Ann I. Escorial, Jean Rose Masaya, & Solita F. Combis, Malaya
Elementary School

Abstract

INTRODUCTION
Early Language, Literacy and Numeracy (ELLN) Program aims to strengthen the capacity to teach and to assess early reading and numeracy skills in the K-3 levels. Its main goal is to improve the reading and numeracy skills of Kinder to Grade 3 learners using the revised K-12 curriculum by establishing a sustainable professional development system for teachers. With this, the researchers created a study to verify learners' skills in writing, reading and numeracy with a tool to assess their level and provide innovation to improve their performance.

METHODS
Experimental method of research was used. Using a parallel group design that includes two or more groups that are used at the same time with only one single variable is manipulated or changed. The design is appropriate since it utilized three parallel groups that are exposed to Early Language, Literacy, and Numeracy which are the grade three learners in Malaya Elementary School. The experimental design also utilized a parallel test where pretest and posttest used to determine the performance of the Grade three learners on ELLN in terms of reading comprehension, writing composition and numeracy. The gathered data were tabulated, analyzed and interpreted using appropriate statistical treatments. Possible trends were established which will serve as the basis for conclusions and recommendations.

RESULTS
The grade three learners as our target respondents under the ELLN Program showed improvement in Writing from Very Satisfactory to Outstanding. Reading comprehension rated from Satisfactory to Very Satisfactory same as Numeracy Skills from Satisfactory to Very Satisfactory. It only proves that through exposure to the Early Language Literacy and Numeracy Program, pupils enhanced their knowledge in writing composition, reading comprehension and numeracy. Continue implementing the program will have a great impact on the education of our young learners.

DISCUSSIONS
The results proved that the procurement of technology-based materials is needed to motivate learners and improve their reading abilities. Providing more writing activities enhance learners writing skills. Using manipulatives and counters showed that learners can easily adapt the competencies taught in Mathematics.

KEYWORDS: Keywords: Early Language, Literacy and Numeracy

SUBMISSION ID: R04A-RIZALP-0091

Early Language, Literacy and Numeracy: An Assessment

Maribeth Mores, SDO Tabaco City

Abstract

INTRODUCTION

Early Language, Literacy, and Numeracy is a program designed to address the needs for quality education. The main objective of this is to improve the Reading and Numeracy skills of pupils from Kinder to grade three. This study aimed to determine the common strategies used by the primary teachers before and during the implementation of Early Language, Numeracy, and Literacy Program.

METHODS

The statistical tool applied in this study was descriptive - correlational. The instruments were Frequency weighted mean and T-test which were used to determine the level of use and significant difference of the common strategies in teaching Reading and Numeracy before and during ELLN implementation. The respondents of this research were the 28 primary teachers of TNWCS.

RESULTS

The level of use of the common strategies in teaching Reading and Numeracy before ELLNP was implemented were the following:1. It was observed that out of the ten (10) strategies presented, three (3) were described as Very Satisfactory: "Grammar and Oral Language" (3.50); "Localization and Contextualization" (3.67); and Pre, "During and Post Reading Strategies" (3.96). Six (6) were rated as Satisfactory: "Bridging and Decoding Instruction"
(3.05); "Differentiated Instruction"
(3.27); "Oral Language and Vocabulary" (3.40);
"Comprehension and Vocabulary" (3.07); "Evidence-Based Teaching" (3.00); and "Cooperative Learning" (3.05). One (1) was described as Fair: "Explicit Teaching Framework" (2.40). The numerical and adjectival description of the common teaching strategies used during the implementation of Early Language, Literacy, and Numeracy. Three (3) were rated Excellent: "Explicit Teaching Framework" (4.82); "Bridging and Decoding Instruction" (4.57); and "Cooperative Learning" (4.82). Seven were described as Very Satisfactory: "Differentiated Instruction" (4.32); "Grammar and Oral Language" (4.46); "Localization and Contextualization" (4.38); "Pre, During and Post Reading Strategies" (4.07); "Oral Language and Vocabulary" (4.29); "Comprehension and Vocabulary" (3.89); and "Evidence-Based Teaching" (4.07).

DISCUSSIONS

This means that there was a significant difference in the level of use of common strategies in teaching reading and numeracy before and during program implementation. It further concluded that the interventions made during the ELLNP was effective to encourage primary grade teachers to use varied teaching strategies in teaching reading and numeracy.

KEYWORDS: EARLY LANGUAGE LITERACY AND NUMERACY: ASSESSMENT

SUBMISSION ID: R005-TABACO-0016

Ebalwasyon ng Feeding Program Para sa Mga Severely Wasted na Mag-aaral at ang Epekto nito sa Kanilang Pisikal at Akademikong Kalusugan, Taong Panuruan 2017-2018

Eden Sayuno

Abstract

INTRODUCTION

Naglalayon ang pag-aaral na ito na suriin ang naging epekto ng feeding program para sa mga batang kinakitaan ng pagiging severely wasted sa kanilang pisikal at akademikong kalusugan. Ang mga kinonsiderang severely wasted na mga mag- aaral ay batay sa body mass index na kinukuha ng nars na pampaaralan sa pagsisimula ng taong panuruan. Layunin din ng pagsusuring ito na magkaroon ng ebalwasyon tungkol sa feeding program at ang pagiging epektibo nito.

METHODS

Unang itinala ang layunin ng feeding program, mga elementong nakapaloob dito, mga hakbang na isinagawa para maisakatuparan ang programa. Bilang guro na siya nakatalaga sa pamamahala ng kantina, ako bilang tagapagsaliksik ang siya ring nagsasagawa ng mga hakbang sa programa. Malaki ang ambag nito dahil personal kong nasasaksihan at isinasagawa ang iba't ibang hakbang, mula sa pagpaplano ng menu, pamimili ng sangkap, paghahanda ng pagkain, at pagpapakain sa mga batang severly wasted. Pagkatapos tumakbo ng programa mula August 2017 hanggang Enero 2018, nagkaroon muli ng pagsusukat ng body mass index ng mga batang severly wasted nang sa gayon ay makita ang kanilang pagunlad sa kaangkupang pisikal.

RESULTS

Matapos ang pangangalap ng iba't ibang datos, napag-alaman sa pag-aaral na lahat ng mga bata ay kinakitaan ng pag-unlad sa pisikal na kalusugan. Ito ay dahil hindi na sila masasabing mga severely wasted, maliban sa ilang ispesipikong kaso. Nabawasan din ang kanilang mga araw ng pagliban sa klase, at nagpakita sila ng mas masigasig na pakikiisa sa kanilang mga klase. Pisikal na enerhiya ang karamihan sa obserbasyon ng kanilang mga guro. Nagsitaasan din ang kanilang mga marka sa pagtatapos ng taong panuruan 2017-2018. Dahil dito, mailalagom na habang ang programa ay nakakapagbigay ng sagot sa pisikal na pangangailangan ng mga batang naging severely wasted, may kakulangan ang programa sa pagtuturo ng kahalagahan ng kalusugan sa mga batang ito. Kailangan ding magkaroon ng followup na programa para sa mga batang hindi pa rin nakaalis sa severely wasted na estado pagkatapos ng taon.

DISCUSSIONS

Naging limitasyon ng pag-aaral ang mga kakulangang kinakaharap ng mga mag-aaral sa labas at loob ng paaralan. Dahil pananghalian lamang ang sakop ng feeding program para sa mga severely wasted, hindi kontrolado ang iba pang makakain ng mga bata sa ibang ng araw. Ang pag-aaral na ito ay nais makapag-ambag sa pagpapatuloy at pagsasaayos pa ng iba't ibang feeding program sa Talon Elementary School at sa iba pang mga paaralan.

KEYWORDS: Feeding program, ebalwasyon, severely wasted, pisikal, akademikong kalusugan

SUBMISSION ID: R04A-CAVITP-0638

E-Book Vs. Book: A Literacy Competency Case Study

Richard Fortuna, Department of Education

Abstract

INTRODUCTION
This study aimed to determine the extent of the knowledge of the Literacy Competency between E-books vs. Book in the Senior High School Students of Urdaneta City National High School. Specifically, it sought to determine the profile variable of the student or respondents, Expense and Accessibility, Environmental Impacts and the Book Portability.

METHODS
A multiple method design was used. Using a grounded theory approach, we interviewed to differentiate E-books and books from different categories such as Expense and Accessibility, Environmental Impact and Book Portability.

RESULTS
Based on the given situations, we found out that Female has the highest percentage that responds to this study which is 66.67% compared to 33.33% of male. Age 18 has the highest percentage (41.67%) among 16 years old and below, 17 years old and 19 years old and above. Out of 100%, 58% of the respondents preferred e-books while the other 41.67% preferred printed books.

DISCUSSIONS
In our study, we concluded that students in Urdaneta City National High School (UCNHS) have knowledge of how to manage their time in reading books. With fastidious, tabulation, analysis, presentation, and interpretation were able to extrapolate with the utmost credentials that students prefer e-books more than printed books. Majority of the respondents can be affected by the radiation in using their e-books because most of them preferred e-book in terms of reading, so we recommend that they must limit or control their self in using their descent device to prevent radiation illness.

KEYWORDS: Case Study, Issues and Trend, E-books Vs. Books

E-Classroom and Do-It Yourself Materials in Teaching Science and Health and its Effect on the Quarterly Grade of Pupils of San Gabriel 1 Elementary School: Basis for Action Plan

Mona Teodoro, Department of Education

Abstract

INTRODUCTION

In this rapidly changing economy, Science is one of the bases for almost every technical competence in the modern marketplace. In the Philippines, the result of the National Achievement Test shows low learning in the field of Science. The results of the 2003 Trends in International Mathematics and Science Study (TIMSS) show that among 45 countries participated in the TIMSS for six-grade students, the Philippines ranked 42nd in Science. The score was more than 100 points lower than Malaysia and more than 200 points lower than Singapore. It has been shown that students have not mastered the skills ranging from understanding, internalizing data and information, explain a scientific theory, and be able to do a calculation to solve scientific problems.

METHODS

The quasi-experimental research design was used to find the most effective approach in teaching Science and Health for Grade 6 pupils. Two methods of teaching: a conventional approach for the control group and communication technology-assisted instruction for the experimental group. Two sections are both heterogeneous based on their general point average and profile of the respondents.

RESULTS

The result of the 3rd Quarterly grade showed a 3.62 difference between the means of the experimental and the control group. The computed T-test value is 11.77 which was greater than the critical value of 2.01 at 0.05 level of significance. Learners who underwent the intervention of exposing to E- Classroom and Do It Yourself Materials tend to get higher mean as a manifestation of better academic performance in science and health, which means the effectiveness of teaching Science and Health 6 using E- Classroom and Do It Yourself Material has a big effect on pupils' achievement.

DISCUSSIONS

The results recommend that pupils should be trained to develop their critical thinking by doing simulations through the use of manipulative materials and technology, the teacher should possess a basic knowledge about using computers, internet, and other tools in E-classroom to enhance pupils' knowledge of using technology and exhibit the capacity to perform better in science. Enrichment lessons and remediation classes must be undertaken to utilize the expertise of science teachers to improve the performance of the pupils. The teacher should develop lessons suited to the needs and interests of the pupils and monitoring of their achievement must be done to keep track of pupil's performance.

KEYWORDS: research

Eco: Challenge Environmental and Conservation Scheme at San Pascual National High School

Bernadette G. Panopio, Loverealjoy Lopez, & Morena A. Escalante, San Pascual National High School

Abstract

INTRODUCTION
Environmental degradation poses a threat to the existence of humanity today both in rural and urban settlements. In such a scenario, the importance and need for environmental education as a tool for environmental management and conservation cannot be overemphasized. The problem of garbage disposal at school started in June 2017. To resolve this, the teachers played a proactive role in improving the behavior of students to care for the environment and practice environmental conservation. In this study, we explored the extent of the learners' awareness levels in environmental conservation and the perceived reasons in conserving resources.

METHODS
The data gathering procedure namely, survey method and retrospective interview were used. Also, the following data gathering tools namely; checklist, questionnaire, and retrospective interview guide were used to attain the objectives of this study. Thirty-two students were selected from different grade levels by using cluster random sampling technique having 14 male and 18 female students. A retrospective interview followed in order to validate and confirm the responses given by the research participants.

RESULTS
The study has achieved its objectives and found out that the learners know the environmental issues and problems but know only a few causes and effects. First in rank was the knowledge of the greenhouse effect while second in rank is the soil erosion and ozone layer depletion. Results show that the majority of the respondents strongly agreed that the cleanliness of the school campus is the responsibility of everyone. The findings were evidenced by the average weighted mean in which the learners disagreed that environmental education is not as important as any other curriculum in school. This infers that learners realized the importance of environmental education at school.

DISCUSSIONS
The results demonstrate the need for environmental awareness and environmental sensitivity of the learners. The levels of awareness and attitudes towards the environment are high among students but the practices are still at a moderate level. On this matter, environmental educators such as teachers must come up with the new knowledge and techniques that address the demands of a constantly evolving social and technological landscape, while ensuring that environmental education stays relevant to the needs and interests of the community. A proposed action plan was presented to intensify environmental awareness and produce an eco-friendly environment.

KEYWORDS: environmental education, environmental awareness, conservation

Edmodo: Partners in Education

Mary Ann Clanor, Department of Education Tanauan City

Abstract

INTRODUCTION
Education is progressing fast. As technology plays a fundamental part in people's daily lives, it transforms ways 21st-century learners participate in the classroom or even outside the classroom. In line with this, social networks have been valuable tools in teaching and promoting learning. Social networks provide various benefits to educational settings by being an avenue for communication across all generations, where students can understand and exchange information. Edmodo is an educational social media which is perfect for schools as it fulfills extremely important needs, communication and collaboration. Using Edmodo, learners and teachers can communicate with one another and connect by sharing ideas, opinions, problems, and helpful tips.

METHODS
The study adopted a descriptive research design in which used intact classes of students as the unit of analysis. A questionnaire was used as the main instrument in gathering data. It consists of specially-designed items to survey information about the ICT skills acquired by the learners in using Edmodo in the classroom. Furthermore, secondary data such as grades of students and school records pertinent to the use of Edmodo were also utilized in the analysis.

RESULTS
The study revealed that there are significant influences on using Edmodo Educational Social Media to improve students' ICT skills. It is shown by the result of the calculation of the first quarterly grade. Furthermore, the implementation of Edmodo in the seventh grade of TCNHS can improve students' ICT skills. The students could increase their abilities in ICT. The students are motivated, more active, and joyful to ICT lessons.

DISCUSSIONS
Based on the results of the study, Edmodo appears to be a good supplementary tool to develop the 21st-century skills of the learners as it allows students to improve their learning through active participation in online discussions and tasks. Moreover, Edmodo seems to be a wonderful learning platform as educational social media which is so simple and user-friendly to the users. Furthermore, the majority of the respondents agreed that Edmodo is a good learning tool as educational social media to supplement face-to-face discussions and good collaboration platform for students and teachers because Edmodo facilitates the sharing of ideas beyond the classroom.

SUBMISSION ID: R04A-TANAUA-0123

Edmodo: An Online Portal Software in Teaching English as a Second Language

Racel John Besa, Public School Teacher

Abstract

INTRODUCTION

With the value of technology in this generation in both academic and leisure time, students' exposure to technology is part of the 21st-century education approach. They have the time and opportunity to communicate, collaborate, and socialize with the means of different media. Thus, the learning styles of the students are anchored in technology. As supported by the study of Roskos and Neuman (2014), digital learning environment is a motivational factor for millennials and for low performing students as seen in the feedback in e-books and applications in cell phones that constitute to the important role for staying engaged and motivated (Grinshaw, Dungworth, McKnight, & Morris, 2007; Zucker, Moody, & McKenna, 2009).

METHODS

The study discussed the in-depth discovering views in an online portal software in teaching English as a Second Language and implementing Edmodo as a language classroom or teaching tool. Thus, this study is a qualitative research design using non-direct interview, observation, and online forum or learner corpus-based analysis since it aims to describe, explore, and analyze the conventional teaching tool suitable for the learning environment.

RESULTS

Teaching requires innovation that will always suit the learning styles of the learners. Communication and collaboration tools that the learners fund it fun and enjoyable. Indeed, with features in Edmodo, the functional buttons change the tradition of paper and pencil tests (Mokhtar, 2016). As concluded by Wallace (2014), "Edmodo exposes some ontological changes with respect to the use of digital technologies within education. Therefore, the learners' real contextualization and experiences in using the Edmodo in connection to ESL in particular in the five-macro skills configured the understatement and relationship to the teaching tool of the teacher. Every session, the teacher employs student-centered teaching and integration of Edmodo. Indeed, it motivates learners and helps as an intervention program.

DISCUSSIONS

According to the Learning in the 21st Century: Teaching Today's Students on Their Terms, one of the characteristics of the 21st century student is the practice or the use of digital technology to ensure their learning and do what they need it to do. In sum, Edmodo helps the learners to create and develop his or her own learning. Thus, Edmodo as an online portal software or teaching tool in ESL is suitable to our learners today, for the millennial learners, or in the 21st-century learners (Mokhtar, 2016).

KEYWORDS: Edmodo, Teaching tool, Online Portal Software in Teaching English as a Second Language, English language learning, Teaching English as a Second Language

SUBMISSION ID: R04A-CALAMB-0125

Education and Poverty: The Case of Alim Brothers in Tanauan Elementary School, Real, Quezon

Dennes R. Lagrimas & Sheryl Aveno, Department of Education

Abstract

INTRODUCTION
World hunger is the biggest issue linked to poverty. The schools are not exempted from the same issue. In fact, there are instances where children come to school with nothing but an empty stomach. Within this premise, this research intends to explore and analyze the relationship and impact of poverty and education in the lives of the Alim brothers.

METHODS
This research is qualitative in nature utilizing the case study method. The research also observed the interview and participant observation in data gathering. The research participants were selected using judgmental sampling. All information gathered were processed using the thematic analysis.

RESULTS
The findings of the study show the unique portrait of their lives such as the fasting and abstinence concept for their lack of food however, despite their poor condition they had a strong faith in education. Their challenges were the long walk from their home to school, lack of financial support in school, and emotional stress. Their coping mechanism to overcome their life challenges is the power of serenity which is the acceptance of the reality of life condition with patience.

DISCUSSIONS
The study clearly shows the significant and strong relationship between education and poverty. It also shows great responsibility on behalf of the school, teacher, and parents. The school should provide programs that meet the needs of the learners. Teachers should demonstrate their unconditional passion for teaching with the extending hands and support. And parents should give positive values, strong moral support, and motivation for their children to attend schooling. The research also revealed significant insights as a researcher, teacher, and parent. For future studies, this research can be one of the bases for exploring the lived experiences of teachers in deprived communities.

KEYWORDS: schooling, coping mechanism, poverty, hunger, education

SUBMISSION ID: R04A-QUEZON-0345

Education Today Is Not Accessible: A Case Study to Indigenous Group of People From Remote Area

Chasetine Glad Banig, SDO DNHS

(Adviser: Jaybert Cabanero)

Abstract

INTRODUCTION

Senior High School program is designed to better prepare students for the world of work or even to the career exits they want for themselves. The perspective of betterment is the root cause of the implementation. But as to reality, there is no realization among groups of people and most likely to the indigenous groups. Evident to this idea was the limited track or strand offered by the school in their area. Considering the social economic status of people from remote areas, they are classified as low-income earners. These people cannot afford to send their children to private schools or even to public schools away from their homes. Thus, this research study has the intention to document the views and experiences of an indigenous group of people from the remote area as they respond to the Senior High School Program.

METHODS

The study was done through a qualitative approach utilizing case study design. An in-depth interview was conducted to four selected students who identified themselves as indigenous people from remote areas. Undertakings of the study include also data collection and analysis grounded in observation.

RESULTS

All informants identified themselves as low-income earners. They are all studying not as they afford to study but through their motives to help their family. They enrolled in senior high school programs as they expect something after finishing the program. These students are living in the simplest way they could as observed from the lifestyle they have in the school. The majority of the students are not going home every weekend. They preferred to stay in their boarding houses and look for a part-time job to finance their needs. All of the informants of the study confirmed of education today is not accessible. The reasons for this concern are described to the undertakings of these students. They sacrifice just to finish the program. One thing concern brought by these students was the strand offered by the school. Their preferred track or strand is not offered by the school.

DISCUSSIONS

The results of the study discuss the experiences of indigenous people students just to cope with the demands of society. This study also discusses the flaws of the educational design we have today. This initial input as to the views and experiences of indigenous people to K to 12 programs can be a basis for a further study having the concern of improving the educational design of the Philippines.

KEYWORDS: indigenous people, education

SUBMISSION ID: R002-QUIRIN-0066

Educational Attainment of the farmers' Children

Melven Canete, Department of Education - Masbate Province

Abstract

INTRODUCTION
Attaining higher education is now very imperative for every individual. Thus, parents in every walk of life strive hard to send their children to school. In this study, we determined the educational attainment of the farmers' children to see how farmers valued the importance of education.

METHODS
Using quasi-experimental design, it involved two hundred sixty-seven families of farmers whose main source of income is farming. Respondents responded to the given survey questionnaire to supply the educational attainment of their children. The respondents were also interviewed to validate responses.

RESULTS
The study found out that most of the educational attainment of the farmers' children were elementary level, followed by the secondary level. Nevertheless, there are some farmers' children who were able to finish college and became professionals. All farmers were able to send their children to school despite financial hardships. Most of the farmers were engaged in other sources of income such as charcoal and copra selling, driving, fishing, selling vegetables and other products to name a few. In order to support their families and children's education. Respondents also emphasize the help given to them through the Pantawid Pamilya Pilipino Program.

DISCUSSIONS
There is a great need to help farmers' children gain higher education by providing assistance through government or non- government programs ensuring that these children will finish their studies. Farmers also must be given support from the government for sustainable farming and opportunities of working to have other sources of income.

KEYWORDS: Education, Attainment, Farmers, Children

SUBMISSION ID: R005-MASBAP-0008

Educational Games: Its Effectiveness in Teaching Disciplines and Ideas in the Social Sciences

John Kelvin Pantaleon & Tomas Claudio Colleges

Abstract

INTRODUCTION

An educational game is designed to teach students about a specific subject and to teach them a skill. Games are an interactive play that teaches us goals, rules, adaptation, problem-solving, interaction, all represented as a story. It satisfies individuals' fundamental need to learn by providing enjoyment, passionate involvement, structure, motivation, creativity, social interaction and emotion in the game itself while the learning takes place.

METHODS

The experimental method of research was used in the study. Experimental research applying parallel group design was utilized. Parallel group design includes two or more groups that will be used at the same time only one single variable is manipulated or changed. The study made use of two groups. The experimental group was exposed to the developed educational games in Social sciences while the parallel group or the unexposed group served as the control for comparative purposes.

RESULTS

Findings reveal that the two groups of respondents have the same entry knowledge in Disciplines and Ideas in the Social Sciences before the conduct of the experiment. This implies that both groups of students find the items in the pre-test difficult since these concepts are new to them. After delivering the post-test, students from the control group who able to achieve 75% of the test score are 22 or 55% and 37 or 93% for the experimental group. The mean scores, total scores, and number of students who are able to achieve 75% of the test score respectively indicate that the students have averagely mastered the necessary competencies on the discussed topics.

DISCUSSIONS

The results reveal that students who were exposed to educational games have higher scores than those students exposed to the traditional method of teaching Disciplines and Ideas in the Social Sciences. This implies that students are motivated in learning the subject utilizing educational games. This is in conformity with the ideas of Macutay (2014) that educational games can increase the learner's skills and enjoys learning. He believes that by engaging students in active learning by giving students some level of control over the environment and the outcomes of the games.

KEYWORDS: educational games, effectiveness, controlled group, uncontrolled group

SUBMISSION ID: R04A-RIZALP-0328

Educational Path of Grade 9 and Grade 10 Students at Sta. Rita National High School After Junior High School

Cristy Mae M. Vanguardia, Department of Education, Division of Batangas City, Philippines

Abstract

INTRODUCTION
As educators of today, under the K to 12 Basic Education Program, it is of great commitment to guide the Junior High School (JHS) learners and parents, including those who are outside the formal education system in the educational path to Senior High School (SHS). In this study, JHS learners and parents were provided early discernment regarding their choice of track and promote awareness in the importance of choosing the right track which suits their skills and interests to sustain the needs and demands of the modern society without losing humanity.

METHODS
To achieve the kernel of the study multiple methods design was used. Through a standardized questionnaire, data were gathered from the ninety-four Grade 9 and Grade 10 learners and fifty-five parents via random sampling using descriptive design and quantitative analysis of data collected.

RESULTS
The results indicate that most of the learners wanted to pursue SHS and their parents are truly supportive of it. Only a few learners are not yet decided to continue in SHS. Among the four SHS tracks to choose from, the learners are greatly into the Academic Track. Some are into the Arts and Design Track. Few are into Sports Track and the least are into Technical-Vocational-Livelihood (TVL) Track. Indeed, functional programs and infographics are eminent for JHS learners and parents to aid their needs to choose the right SHS track and career choice based on their preferences, personality & job demands.

DISCUSSIONS
Based on the results, it is eminent to provide the early and functional program, like the researcher's proposed guidelines and infographics to JHS learners and parents to support their preparation and needs in choosing the SHS track that best fits them and their children. Future researchers may conduct related studies on how Junior and Senior High Schools are conducting efficient consciousness about the tracks and strands to choose from SHS, and how it will affect the career choices and results for the success of Filipino young achievers.

KEYWORDS: Educational Path, Senior High School Tracks, Functional Program, Infographics

SUBMISSION ID: R04A-BATANC-0278

Educational Television Program and its Impact to 21st Century Learners Academic Achievement and Behavior Towardslearning at Sto. Tomas South Central

Mariel N. Daite, Normelisa Medalla, & Rosalie M. Malabuyoc, Sto. Tomas South District

Abstract

INTRODUCTION

The 21st-century learning experience is supported by innovative ways of teaching, and technology as an important catalyst for this. It is undeniable that learning is strengthened through the aid of high technology. In public schools, it is known that facilities are not enough to support all the learning needs of each of the learners most especially when it comes to the learning resources. One good thing is that there are many private sectors that are willingly devoting support to the public schools' students.

METHODS

The questionnaire and descriptive survey designs were used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.

RESULTS

From the basic findings of this study, the following are the conclusions drawn by the researcher. That the teachers of Public Elementary Schools in Sto. Tomas South-South Central School strongly agreed that the Use of Educational TV Program in the teaching-learning process is of great help especially in terms of inducing it to lesson objective and content. The frequency of use helps the learners to be familiar with different concepts and it is very relevant to pupil's learning. That the academic performance of the most Public Elementary pupils is "very satisfactory" primarily because lessons are being aided by Educational Television Programs as one of the new generations educational tools used in teaching instructions. That by the use of Educational Television Programs in teaching is one of the factors to achieve a higher level of pupil's performance academically. Since the teaching-learning process nowadays can be aided by educational programs, the positive outcome is evident.

DISCUSSIONS

The teaching-learning process nowadays can be aided by videos, a positive outcome is expected. Television shows and compilation of videos can be used to stimulate interest in a topic to reinforce or "˜deliberately disrupt' the expectations of learners. There are several strategies for stimulating student's interest: One is starter-plenary it is the beginning or ending of a lecture or seminar presentation with an interesting clip to elicit discussion. The other is to encourage close observation of a clip with a view to identifying specific information, events or themes appropriate to a particular subject discipline.

KEYWORDS: Television, Expletory Discussion, and Teaching Learning Process

SUBMISSION ID: R04A-BATANP-1728

Educational Television Shows and their effect in the performance of Grade 8 students in Algebra

Hazel Ann Marana, Looc Integrated School

Abstract

INTRODUCTION
Mathematics is one of the feared subjects and that is the reason why teachers always thought of strategies on how to make Mathematics more interesting for the students. Teachers consider varied teaching approaches and strategies in presenting mathematical discussions. It is the advent of modern technology, Educational television produced TV shows formats which aim to educate the audience according to specified information and goal like Sineskwela, Matanglawin and Math Tinik. This study intends to show the effectiveness of Educational television (ETV) shows as an instructional tool in teaching mathematics especially Algebra lessons.

METHODS
The researcher used an experimental method to gather primary data to determine the effect of ETV in the performance of Grade 8 students in Algebra. Under this method, the researcher used a quasi-experimental design. The participants were 50 Grade 8 students from the selected none co-pilot section. The researcher administered pre-test before the ETV viewing and post-test after watching, the said data gathering was managed for three ETV shows with the following topics: Rectangular Coordinate System, Relation and Function, and Slope.

RESULTS
Based on the data gathered, the mean grades obtained by the students in the pre-test for the 3 topics are 65.65%, 43.50%, and 41.50% which falls under the Beginning level. In the post-test, they obtained the following 74.15%, 53.15%, and 58.50%. The result shows that there is a significant difference in the performance of the students in pre-test and post-test. It implies that ETV shows play an important role in enhancing the mathematical skills of the students. The difference between the mean scores shows the effect of the ETV viewing varies depending on the topic it contains.

DISCUSSIONS
The results demonstrated that using Educational television shows is effective in improving the students' performance in mathematics. The students were motivated by ETV viewing which enhances the students' mathematical skills. Since the ETV shows are effective, it can also be applied together with other strategies, such that the teacher can give exercises after the discussion. However, the teachers should properly select the appropriate ETV show that is suited to the mathematics lesson. After the show, the teacher should discuss additional information related to the content of the ETV show so that the students may fully understand the lesson and answer the questions if there are any.

KEYWORDS: Algebra, Educational television shows, effect of practice, Experimental method, performance, post-test, treatment

Educators Perception Towards Impact of Solar Power Plant in Baragay Paraiso, Calatagan, Batangas

Mauricio Umandal, Lucsuhin National High School

Abstract

INTRODUCTION
Globalization brought humanity into different discoveries, researches that can sustain life innovations that maintain the existence of the things around us. The advancement of technology contributed to the different sectors in the government. Hence, the challenges of the modern world serve as a guide to the continuous development of society. Along with this, the researcher deemed it necessary to conduct a study with regard to the impact of solar power plants in Paraiso, Calatagan Batangas. Being a proponent of the study, the researcher got interested in the effects of the solar power plant. The focus of the study is in the assessment of the environmental impacts of solar power plants.

METHODS
This study used descriptive quantitative research with the aid of a questionnaire to gather information regarding the impact of a solar power plant in the community of Paraiso, Caatagan, Batangas. The respondents of this study were 50 school teachers from Lucsuhin National High School and 20 school teachers from Calatagan National High School. The researchers used a convenience sampling method.

RESULTS
The findings revealed that the mainstream respondents range from age's 21-30, mostly female, permanent, and large degree holders. In the study, the perception of educators towards the impact of the solar power plant had different aspects, and these are: socio-cultural, economic, and ecological. Moreover, as to constraints and challenges experienced by the respondents, it was revealed that there is an increase in demand for food supply and the destruction of habitats for animals.

DISCUSSIONS
In terms of socio-cultural aspects, most of the respondents agreed that they have the initiative to cars and protect the areas around the solar power plant. In the economic aspect, the respondents revealed that the solar power plant provides livelihood and local employment among the locals of the community, it also provides enough income for the community, for ecological aspect, the results showed that there was a utilization of resident's spaces for the power plant.

KEYWORDS: Solar Power Plant, Perception, Educational Impact

SUBMISSION ID: R04A-BATANP-1868

**Effectiveness of Power It Up to the Learning Outcomes Assessment
(LOA) of Grade Four Pupils in Pacheco Elementary School**

Gemma Sernat & Rejean Villaruel,Acheco Elementary School

Abstract

INTRODUCTION
The learning outcome of students during the first grading period shows that out of 35, 10 students did not meet expectation which needs improvement.

The results of first grading period tend teachers to make appropriate teaching strategies that are suited to the capabilities of learners to increase their academic performance.

With the use of different instructional materials, teachers must consider the learners during the program of Power It Up. In regards with the program, teachers provide activity sheets to develop the stated problem as well as the assessment.

METHODS
The LOA results for the first grading are used to determine the pupils who will undergo POWER IT UP interventions with the following activities such as: Scholarship leaders, Peer teaching, and One on One with the teacher after class. The pupils who will under POWER IT UP are the 10 pupils out of 35 who did not meet the expectations.

To determine the improvement of these pupils who did not meet the expectations, the result of the second grading LOA is attained.

RESULTS
The use of POWER IT UP program shows that out of 10 pupils, 2 were retained to those who did not meet the expectations, and 8 falls under Fairly Satisfactory in the second grading period.

DISCUSSIONS
The result shows that 2 pupils need more supervision and supplementary activities to develop their academic performance and the remaining 8 pupils show improvement in the performance after undergoing POWER IT UP program based on the activities given. Some parents reported that their children showed eagerness to learn the lesson at home.

KEYWORDS: power it up, performance

Effectiveness of PowerPoint Presentation, Web-based Educational Videos, Role Play and Academic Performance in Araling Panlipunan

Robilyn Teja, Punta Integrated School

Abstract

INTRODUCTION. Teaching students using the traditional way of presenting topics were hard since nowadays, they are enriched with visual technology. They learned in various ways so teachers must utilize technical teaching methods and activities to cope up with the technological gap between their students. This research is significant to educators since it serves as baseline data regarding the academic performance of students towards PowerPoint, Web-based educational videos and role play for potential enhancement in the curriculum.

METHODS

Quasi-experimental research was used as this design aimed to study the capacity to yield with findings that are seemingly more or less true. This research involved selected grade eight students of Punta Integrated School, Division of Calamba City. The 121 student- respondents were taken purposively for the convenience of the researcher and divided into three experimental groups. VARK questionnaire, version 7.1 was used to assess the respondents' preference. Mean Percentage, Standard Deviation, Analysis of Variance and Analysis of Covariance were utilized to assess the academic performance of students subjected to different methods.

RESULTS

Students who had taught using PowerPoint alone and PowerPoint with web-based educational videos achieved better scores than PowerPoint with role play on formative, summative tests and post-test. Majority of the respondents were multi-modal learners which means they acquired knowledge using two or more learning style, however, learning styles had no statistical correlation in academic performances.

DISCUSSIONS

 Teachers, especially in Araling Panlipunan are encouraged to utilize PowerPoint Presentations frequently since students are discerning with this instructional material, however, intersperse videos and role play as a supplement to classroom instruction to promote quality basic education. Also, develop a localized instrument that surely measures the students' learning styles and ardent study on the placement of role play and videos in the delivery of instruction is also suggested to perceive the advantages and disadvantages more precisely.

KEYWORDS: PowerPoint presentation, web-based educational videos, role play, academic performance

Effectiveness of Practical Work Approach (Pwa) in the Academic Performance of Grade VI Pupils in Mathematics

Rose Rapsing, Department of Education

Abstract

INTRODUCTION. The practical work approach highlights the dynamic nature of teaching and learning mathematics. This dynamism advocates the teachers as facilitators of learners' active construction. The students' ideas are elicited and discussed. They must be able to think for themselves, to reason and explain, to discover connections and consolidate their learning. In the end, they develop confidence in their ability to do and create mathematics, recognize and apply mathematics in their everyday activities and appreciate the importance of mathematics.

METHODS
The researcher will use the experimental design utilizing the static group pretest and post-test. This will test the effectiveness of practical work approach in the academic performance of Grade VI Pupils in Mathematics to the different level of intelligence.

RESULTS
The study determined the effectiveness of practical work approach in the academic performance of Grade VI Pupils in Mathematics of Don Enrique Bautista Elementary School, school year 2018-2019. The level of performance of students as revealed in the pretest and post test results with respect to different lessons will be high. There is a significant difference in the performance of students as revealed in the pretest and post test results with respect to the different lessons.

DISCUSSIONS
 The research showed that the learners in Practical Work Approach (PWA) manipulate concrete objects and/or perform activities to arrive at a conceptual understanding of phenomena, situation, or concept. The environment is the laboratory where the natural events/ phenomena can be subjects of mathematical or scientific investigations. Activities can be done in the garden, in the yard, in the field, in the school grounds, or anywhere as long as the safety of the learners is assured. That's why elementary schools are encouraged to put up a Math park. Hence, it greatly affects in the performance of grade six pupils in Mathematics of Don Enrique Bautista Elementary School yet there is a need for further study of the approach.

KEYWORDS: Practical Work Approach, PWA, Mathematics

SUBMISSION ID: R04A-SANPAB-0005

**Effectiveness of Pre-School Education and its Relationship to the
Academic Performance of Grade One Pupils in Tanauan City Division:
Basis for a Proposed Action Plan**

Madel Onelia, Maugat ES

Abstract

INTRODUCTION
There are many students in the Philippine public schools that are receiving or have received some type of preschool education via kindergarten, nursery school, or head start programs. At the present time, there is an abundance of information on these programs with respect to their effect on student academic achievement. Since there has been a proliferation of early childhood education in the past few years, teachers, parents, local school councils, and school administrators need to know if students participating in these preschool programs are obtaining educational benefit from this method of introduction to education whether it relates to reading or mathematics achievement or any other area of instruction.

METHODS
The descriptive survey method was used. According to Good (2005), it is an investigation or designed conducted to ascertain the facts concerning the present status of an institutions or situation. The researcher gathered data regarding conditions and ascertains normal or typical conditions of a certain situation at a certain time. Through this method, relevant data and information gathered will determine the effectiveness achieved in utilization of Pre-School Education in teaching Grade One in public schools in Tanauan City Division.

RESULTS
The effectiveness of the pre-school education utilized by the Grade1 pupils as perceived by school heads and teachers in terms of lesson plan used, methods and strategies employed, teaching aids and devices used and evaluation process is highly extent as evidenced by the attainment of educational objectives and development of readiness skills of pupils.

DISCUSSIONS
 Pre-school education is very important because it lays the foundation of the academic life of a learner. One very important component in teaching is lesson planning. The way teacher teach can affect the academic performance of pupils.
KEYWORDS: kindergarten, pre-school, effectiveness, academic achievement, academic performance

SUBMISSION ID: R04A-TANAUA-0157

Effectiveness of Problem Solving Intervention of Grage 2 Pupils in Problem Solving Performance in Mathematics of Sabang Elementary School

Elena Dayao, RACE Member

Abstract

INTRODUCTION

This paper aims to know the effectiveness of problem solving intervention in the problem solving performance of Grade 2 pupils of Sabang Elementary School.

METHODS

The research design used in the study was descriptive-comparative which was employed to the grade 2 pupils. The mean and MPS of the pupils were determined in this study. The means were compared and tested its significant to validate the hypothesis. The study was done in Calauag, Quezon, particularly in Sabang Elementary School Calauag West District. The respondents of the study were the twenty-five (25) grade 3 pupils of Sabang Elementary School. Purposive sampling was employed because the respondents were identified based on the result of the first quarter exam. The researcher asked permission from the principal to allow her to conduct her study. The implementation of the intervention was manifested after the approval of the principal has sought. After the approval of instrument, the researcher immediately personally administered the test. Then, the researcher gathered the data, tabulated, tallied, analyzed and interpreted.

RESULTS

It was revealed that the result of the mean in pretest is very low. When compared to the posttest there, was an increased in the mean. Mean on the pretest gained 41.6 while posttest mean gained 68. After the intervention was employed the mean in the posttest was increased. This revealed that the intervention was effective in increasing the problem solving performance of the grade 2 pupils in Mathematics of Sabang Elementary School. The significant difference of t-value with -8.81 and critical value of 1.71. It led to the decision of rejecting the hypothesis.

DISCUSSIONS

1. The mean score of the Grade II pupils before the implementation of the intervention is poor.
2. The mean score of the Grade II pupils after the implementation of the intervention increased.
3. There is a significant difference between the problem solving performance of the grade ll pupils before and after the implementation of the intervention.
4. The problem solving intervention is effective in increasing the problem solving performance in mathematics of Grade 2 pupils of Sabang Elementary School.

KEYWORDS: Preferred learning style, problem solving, Enhancement program.

SUBMISSION ID: R04A-QUEZON-0387

Effectiveness of Project ABACUS (Acquire Better Arithmetic Concepts By Using Strategies) in Teaching Mathematics for Grade 7 Students of Tanay National High School

Loreta De Ungria, Tanay National High School

Abstract

INTRODUCTION

Mathematics has been vital in the development of human civilization as its importance has become greater in this age of information technology as computers and Mathematics go hand in hand. One of the challenges in teaching Math includes making the topic enjoyable and interesting for everybody, without the expense of understanding the terms. In this study, the researcher utilized Project ABACUS (Acquire Better Arithmetic Concepts by Using Strategies) which targets students with approaching proficiency in Math 7 aiming to improve these learners' computational skills.

METHODS

The study is experimental in nature as the instruments used include pre-test/post-test to find the level of effectiveness of Project ABACUS (Acquire Better Arithmetic Concepts by Using Strategies). Project ABACUS utilized methods of discussion, group activity, games and puzzles and ICT integration for the experimental group. The control group were rendered used the traditional way of teaching or the chalk and talk method. The duration of this project covers September to November 2017. Both the experimental and control groups have twenty-one students each.

RESULTS

The study revealed that the researcher found out that the mean of the experimental group and control group increased as revealed by the post test. Based on the table, the mean of the experimental group is higher than the mean of the control group with respect to the lesson in Fundamental Operations on Integers. A significant difference is present in the pre-test and post test scores of the experimental group indicating that there is an improvement in the learners' performance after being exposed to Project ABACUS. Moreover, higher scores obtained by the experimental group in the post test as compared to the scores of the control group implies that the utilization of Project ABACUS is helpful to increase the understanding of the students. This is solidified in the rise of the scores which were verbally interpreted as less effective and moderately effective.

DISCUSSIONS

In this study, the researcher concluded that Project ABACUS helped students achieve better performance and using either traditional method of teaching and with the use of Project ABACUS, the students still attained learning. As a whole, Project ABACUS was effective in teaching Mathematics. It is therefore recommended to encourage teachers to use and adapt Project ABACUS and to conduct a parallel study in developing other teaching strategies in the field of Mathematics.

Effectiveness of Project Access to Computer Education Reinforced (ACER) in the Teaching of Grade Eight Mathematics

Albert Dela Cruz

Abstract

INTRODUCTION

This study aimed to determine the effectiveness of Project ACER (Access to Computer Education Reinforced) for Grade Eight students of Abuyod National High School during the third quarter School Year 2017-2018. The main purpose of this research is to uplift students' performance through the advent of technology.

METHODS

The researchers used the developmental and experimental designs of research utilizing two groups with pre-test and post-test in gathering data and the respondents were chosen through random sampling technique utilizing fish-bowl method. The validated 40-item teacher- made test served as pre-test and post-test

RESULTS

It was statistically found out that there is significant difference on the performance of control and experimental groups as revealed by the pre-test and post-test results. This implies that through the exposure of students on the computer-based instructional materials there is improvement on their Mathematics performance.

DISCUSSIONS

 To determine the level of performance of the experimental group and control group in the pre-test and post-test results with respect to different lessons in Mathematics, mean and standard deviation were utilized.

To determine the significant difference on the level of performance of the experimental and control groups as revealed in pre-test and post-test scores with respect to the different lessons in Mathematics dependent t-test was used.

To determine the significant difference on the level of performance of the experimental and control group as revealed in the post-test scores with respect to different lessons in Mathematics independent t-test was utilized.

KEYWORDS: this study was intended to this contest

SUBMISSION ID: R04A-ANTIPO-0011

Effectiveness of Project DEAR (Develop and Enhance Ability in Reading) to Reading Skills of Grade II Pupils of Isidro Cuadra Elementary School

Sylvia Cagas, Department of Education – Cavite, Isidro Cuadra Elementary School

Abstract

INTRODUCTION
Students should develop their four macro skills which are reading, writing, listening and speaking. Based on the studies from different researches, reading is the most important skill a student should improve because it can help the student to expand their imagination. According to Andeson, Scott, Hiebert and Wilkinson (1985), reading is a basic life skill. It is base for child's success in school and throughout life. Winn (2006) findings confirmed that paired reading engage students in collaborative growth monitoring while fluency develop. Project DEAR (Develop and Enhance Ability in Reading) is one of the strategies that this research wants to study, its effectiveness and capability to uplift the reading comprehension of the pupils. It was developed to decrease and to fully eliminate the number of pupils who are non- reader.

METHODS
This study employs the use of the descriptive comparative design. The researcher conducted and focuses on the Grade II pupils that fall under the frustration level as result in the PHIL-IRI pre-test conducted last July 2018. 26 of 35 pupils were given pre-test used as a basis on what materials and other strategies will be given during the intervention. The teacher observation checklist was used by the researcher to gather data throughout the intervention. This tool provides information of changes on how Grade II pupils understand and used reading comprehension over the time.

RESULTS
From August to March 2018, 26 Grade two pupils participated in project DEAR (Develop and Enhance Ability in Reading) based intervention designed to improve reading comprehension through the use of active and cooperative learning. There are 20 out of 26 pupils or 76.92% who can now read independently after 8 months of monitoring and giving instruction. The number of pupils under frustration decreased by 23.08%.

DISCUSSIONS
 Throughout the months of intervention, students under the program participated enthusiastically in individual, group and peer activities. There were positive responses to the 8 months of cooperative learning that convince us that many activities warrant continued implementation of the program. Paired/Peer reading proved most effective when it was closely link to the curriculum rather than as an isolated fluency activity.

KEYWORDS: macro skills, collaborative growth, descriptive, cooperative learning

SUBMISSION ID: R04A-CAVITP-0709

Effectiveness of Project Dream in the Reading Performance of Grade VII

Maricel Gatacelo, Department of Education

Abstract

INTRODUCTION

This action research was funded by the Department of Education through the Basic Education Research Fund (BERF). Developmental Reading Enhancement to Achieve Mastery (DREAM), a reading remediation project was conceptualized by the researcher. It was crafted, designed and tailored to address the alarming situation of the reading level of the grade VII students of San Lorenzo National High School. Its purpose was to down size if not totally eliminate the large margin between the number of independent readers against those readers under frustration and non- readers level.

The purpose of this research was to examine the effectiveness of Project DREAM on the enhancement of reading competencies of all the grade VII. Different strategies such as whole class remediation, pull-out remediation, 12 o'clock habit, peer- teaching and e- viewing were used to determine the level of effectiveness of the project.

METHODS

The tool to gather the data was the pre and post -test. The researcher made use of the Testing Reading Power Book I for high school students. Each reading selection has its own check-up questions and have been constructed to test the basic reading skills like noting details, making inferences, getting the main idea, and following precise directions.

This study employed the descriptive method of gathering the data needed in answering the problems identified. Tables were used to determine the pre and post-test reading level of students. School form I was used to identify the gender and age profile of the students.

RESULTS

The study showed a significant improvement on the reading competencies of students after the intensive remediation using the Project DREAM. It showed that DREAM as an intervention, harnessed the interest and rekindled their love for reading. Testing Reading Power I for High School Students was a big help in developing the basic reading skills like noting details, making inferences, getting the main idea and following precise directions.

DISCUSSIONS

After the interventions, it was concluded that the strategies were successful in improving students' reading comprehension. However, some recommendations were given for optimum improvement of reading competencies of students such as providing remedial / enrichment activities depending on the need of every learner. It was also found out that it would be helpful to document each student's score to provide the most appropriate pattern and pin point specific strategy that will fit every student needs .

KEYWORDS: DREAM, CRAFTED, TAILORED, DESIGNED, REMEDIATION

SUBMISSION ID: R005-TABACO-0000

Effectiveness of Project Icues (Improving Comprehension Using Effective Strategy) in Grade 3 Pupils

Loida Gallanera

Abstract

INTRODUCTION

The aim of the study was to reveal how reading comprehension skills of elementary third graders who have problems in reading comprehension can be improved by means of the different strategies. The participants of the study were one hundred thirty-three Grade 3 pupils who had problems in reading comprehension and were selected based on the result of PHIL-IRI Pre- test. It got the highest number of frustration and non-readers. Different strategies were utilized in the research. These were Nanay Ko, Tutor Ko, 3 o'clock reading habit and Project RASCO (Reading a selection with comprehension. Different data gathering tools were employed in different stages of the study. These were the Informal Reading Inventory, reading tool, participant selection form and identification forms for developmental level in reading comprehension for the quantitative data.

METHODS

The researcher selected Grade 3 pupils of Ananias Laico Memorial Elementary School. The pupils from different sections whose reading comprehension level fall under frustration and non-readers were employed in the study.

This study used a descriptive method of research to determine the effectiveness of the Project ICUES used in teaching reading comprehension. It is a technique that divides complex strategy into an easily manage phases.

The researcher started in the process of determining the reading comprehension level of pupils. By using a selection tool with questions, vocabulary words were given meaning before reading the selection. The teacher guided the pupils in reading then the story will be read twice, then answering of the given questions followed.

RESULTS

Given the Post Test to Grade 3 pupils, it shows that 63 out of 133 pupils reached the 75% mastery level. This time, an MPS of 87.20% was obtained.

This study shows that a strategy using Project ICUES, a significant improvement in MPS of post-tests over the pre-test results was

shown.

DISCUSSIONS

To assess the acceptability level of the strategies in teaching reading comprehension, the researcher evaluated the students' performance level.

Among the MPS results based on the different reading strategies used, Project RASCO is the most effective method to improve the reading comprehension level of pupils.

There is a difference in the presentation of the MPS of pretest result and the indication of the MPS of post-test result. In the post-test, it has an improvement in their mastery level as shown by an increase of 23.55% in post- test over pretest.

KEYWORDS: reading comprehension, different strategies.

SUBMISSION ID: R04A-LAGUNA-0316

Effectiveness of Project PE=M2 on the Academic Performance in Mathematics of Selected Grade VI Pupils SY 2017 - 2018

Kasandra Lee Estrella, Department of Education – Rizal

Abstract

INTRODUCTION

Reading is crucial for a child's triumph. More often than not, there is a barrier that hampers a learner to achieve suited reading level based on their age and skills. This hurdle faced by children offset their desire to read, and without proper guidance, they never overcome this barrier.

Likewise, it is palpable that problem solving is an essential part of Mathematics education. Mathematics, as a whole, is an important subject because of its useful role to a person and the society as well. However, before a pupil can successfully solve a problem, he/she has to possess good reading comprehension, logical and computational skills.

Problem solving in Mathematics and reading comprehension go hand in hand. Solving Math problems involves the pupils to apply two skills at the same time- reading and computing. It is an obvious job, which the pupils must submit themselves.

METHODS

The study aimed to determine the effectiveness of Project PE=M2 or Project Perfect English = Mastering Math on the academic performance in Mathematics of selected grade six pupils of Looc Elementary School. Seventeen (17) grade six pupils served as respondents of this study based on the results of daily assessment tests given to them during class hours. These pupils were also under the frustration level according to the results of PHIL-IRI.

The study used the descriptive and experimental method using the single group design. The post-test scores of the pupils were compared to measure and to describe the level of performance in reading.

RESULTS

Findings imply that the intervention program is effective in improving the academic performance in Mathematics of the pupils. .

DISCUSSIONS

The project intervention which caters different strategies was the primary tool in helping the learners. The reading skills performance of the pupil-respondents are significantly higher after exposure to the reading intervention program which resulted to a high performance in Mathematics on their formative and summative assessments.

KEYWORDS: comprehension, computational skills, strategies, assessments

SUBMISSION ID: R04A-RIZALP-0425

Effectiveness of Project Reaching for the Stars in the Overall Performance of the Students at Risk in Sico 1.0 National High School (Grade 7-12)

Aileen D. Daludado, Nedie S. Dayao, & Patrick T. Razon, Sico 1.0 National High School (Grade 7-12)

Abstract

INTRODUCTION
Home visitation leads to a respectful partnership between parents and educators, creating the foundation for understanding and cooperation between home and school that is vital to every student's success. Project Reaching for the Stars aims to establish Home Visitations and Teacher-parent conferences as a valuable factor in building relationships with parents and in developing a broad understanding of every child in the program. The visits and conferences enhance parent's knowledge and understanding of the developmental progress of their child. A minimum of five home visits and two parent-teacher conferences per semester will be conducted in the families.

METHODS
A descriptive method design was used. The purposive sampling of the students at risk in Sico 1.0 National High School (Grade 7-
12) was utilized. A prepared questionnaire was the primary source or tool for gathering the needed information from the respondents. This data gathering instrument was used to assess the effectiveness of Project Reaching for the Stars for the students at risk. The data was collected through qualitative analysis.

RESULTS
The teachers identified the problems in the Project procedure from 1) Parents initiative to encourage their children in going to school and 2) varying factors why the students are failing to accomplish the given task by the teachers in school. The teachers who participated in the survey determined the effectiveness of the Project Reaching for the Stars in the overall performance of the students at risks. The daily computed proficiency level is the highest. Home visitations under Project Reaching for the Stars could be identified the highest effectiveness in the overall performance of the students at risks.

DISCUSSIONS
The results demonstrate the need for parents and students involvement in achieving the holistic development of the learners. The students were encouraged to pursue their studies in the respective year level together with the teacher's willingness to support the students in any means possible to help such as 1) teachers assistance 2) peer coaching and 3) modular lessons.

KEYWORDS: effectiveness, holistic, home visitation, students at risk, assistance, peer coaching, modular lesson

Effectiveness of Project Reading Comprehension Skills Enhancement in English (RECOSEE) among Grade 7 Readers of Bugarin National High School, School Year 2017-2018

Charilyn Arellano Pecana, Gemar Mahusay Sullano, & Ruby Ann Matulin Estonactoc, Bugarin National High School

Abstract

INTRODUCTION

Reading as one of the macro-skills in language acquisition plays a significant role in the learning of our students in today's generation. This ability makes the acquisition of skills taught in school more possible and considered as a toll subject for it is a criterion for all learning areas. In line with Every Child a Reader Program (ECARF) which aims to develop in Filipino children the literacy and numeracy skills for lifelong learning by the Department of Education, the school conducted a Philippine Informal Reading Inventory among 84 grade 7 students who are currently enrolled in Bugarin National High School, 73 falls under frustration and non-reader level. This alarming state motivates the researchers to conduct an action research that will eradicate the high rate of frustration readers by providing drills, worksheets and reading experiences for the learners.

METHODS

The subjects of the study were the 100% or 73 Grade 7 frustration and non-readers of Bugarin NHS. In this study the researchers made use of descriptive research for the factors with questionnaire checklist as a tool and experimental research design for the effectiveness of the program utilizing a researcher made questionnaire given after implementation of the program which is based from the suggested reading materials as stated in PHIL-IRI for grade 7 and employing T-test.

RESULTS

Based from the data gathered, the following can be generalized; 1) For the factors affecting students' reading comprehension, environment-related factors often influenced students with their difficulties, this includes the availability of reading materials within the community and their access in different reading programs, 2) Personal, peer and family related factors sometimes also influence students' difficulties in reading, 3) The project is effective in improving students' word recognition ability utilizing a 100-word assessment tool, and 4) It is also effective in developing their reading comprehension comparing the pre-test and post test results.

DISCUSSIONS

It revealed that one's development specifically in reading may be lifted up by working together as one with the help of one's peer, family, and the whole community. It also revealed that Project RECOSEE is effective in increasing student's reading skills specifically in terms of word recognition and comprehension. Therefore, it is encouraged that the school administration and teachers to provide the students with more exposure to reading as practice makes them more excellent.

KEYWORDS: RECOSEE, Reading, Intervention, Phil-IRI, Reading Comprehension, Reading Program

SUBMISSION ID: R04A-RIZALP-0064

Effectiveness of Project Rise: A Literacy Program for Grades II to IV

Arra Burcer & Mary Grace Botial, Department of Education - Tabaco City
Division

Abstract

INTRODUCTION

This action research focused on the effectiveness of Project Read Independently, Succeed Early (RISE). It was intended for the pupils of Hacienda Elementary School from Grades 2 to 4 to improve the reading abilities of the pupils in Mother Tongue, Filipino and English. This action research was financially supported by the Department of Education through the Basic Education Research Fund (BERF).

METHODS

This action research made used of descriptive survey method. There were three sources of data to complete this action research. The first was the result of the reading assessment conducted at the beginning of the school year using the Phil-IRI. The results of the pre-test and post-test served as the second sources of data. The third source was the recommendations of the teachers teaching in the Primary Grades.

RESULTS

During the post- test, the literacy level of the Grade II pupils was considered to fall under frustration level although there were 6 pupils who made it to instructional level and 2 of them became independent readers. In Grade III, the pupils have a literacy level which fell between frustration and instructional levels. Only two pupils became independent readers. In Grade IV, the pupils under Project RISE have a literacy level of frustration but the researchers were able to note that there were 5 pupils who made it to the instructional level and 10 pupils became independent readers.

DISCUSSIONS

The class advisers of the primary grades recommended the following to improve the booklet: make the cover more colorful; provide colorful and interesting pictures to get the attention of the pupils; the phrases and sentences included in the booklet must be familiar with the pupils because they are the pupils- at-risk; and the pictures and the words included must be familiar with the pupils especially on the first few pages. They also provided recommendations to improve the reading sessions. These are the following: assessment must be given weekly to monitor the children's progress; pupils under Project RISE may be included in the feeding program because they are also underprivileged; the best time for reading is in the morning while the pupils are still eager to learn; and well- performing pupils should receive incentives for others to be inspired to learn how to read.

KEYWORDS: PROJECT RISE

SUBMISSION ID: R005-TABACO-0021

Effectiveness of Project SIM as a Localized Science Learning Intervention in Improving the Academic Performance of Grade 7 Students of Kaytitinga National High School

Norielyn Narciso, Kaytitinga National High School

Abstract

INTRODUCTION

In the Science Curriculum Guide provided by the Department of Education for the K to 12 Program, the topic about familiarization of laboratory equipment is no longer included in the secondary level. This is in contrast with the old curriculum where the said topic serves as introductory science lesson in every level. As a result, the students find it hard to use the equipment that they are not familiar with, hence, poor skill in performing laboratory experiments which could result to lower academic performance.

METHODS

A pilot pretest was administered to the students of Kaytitinga National High School before the study. Every month from June to October 2018, the researcher exposed the Grade 7students to the displays of the Science Interactive Museum (SIM). During each visit, the students have the opportunity to manipulate the tools and set ups related to their lessons in Chemistry, Physics, Biology and Earth Science.
After the visits in the SIM, the students were administered with posttest. The scores of each student recorded and underwent statistical treatment to determine whether there were significant differences on their mean scores in the pretest and posttest.

RESULTS

There was a significant difference in the result of pretest and posttest of students exposed to Project SIM. All of the sections in Grade 7 got an increase in their posttest scores. A survey among the respondents also revealed that the students had better perception in Science after they were exposed to SIM and were given chance to manipulate set ups and equipment.

DISCUSSIONS

In the light of the findings, the researcher concluded that all the groups had an increase in their academic performance after being exposed to monthly visits in the Science Interactive Museum. The Project SIM is an effective intervention tool in teaching science among the students of Kaytitinga National High School. Although it is not included in the Curriculum Guide, familiarization of laboratory tools and equipment is advised to help the students master the competency-based skill. Students get more familiar with the laboratory tools and equipment if they have the opportunity to manipulate them rather than just look at them in displays. The teacher can also provide other set ups aside from common laboratory tools and equipment for the students to master not just the names and parts but also the functions of each equipment.

KEYWORDS: intervention material, academic performance, science education

SUBMISSION ID: R04A-CAVITP-1241

Effectiveness of Project Stamp in Reducing Mathematics Anxiety of Grade VI Pupils of Ulat Integrated School

Precila B. Romilla, Teacher I & Perlita Fello, Master Teacher 1

Abstract

INTRODUCTION

Mathematics plays a vital role in people's daily lives. Despite explaining the importance of this subject, the students of today still have that negative attitudes towards it. In this study, we explored the different strategies to prevent or reduce math anxiety as well as the impact of technology in teaching mathematics. These findings have important implications for introducing educational technologies successfully in schools.

METHODS

A quantitative approach was followed. We used stratified sampling to select 10 students out of 39 Grade Six students. We divided the selected students by two representing the experimental group (with intervention) and control group (without intervention) respectively. The experimental group experienced STAMP in every math discussion. We incorporated educational computer games, power point presentations and drills in teaching this group. On the other group, the students experienced traditional classroom setting. We used teaching methods and strategies without IT support. We administered pre-test and post-test at the beginning and end of the intervention program. The whole duration for this setting is one (1) month.

RESULTS

There is no significant difference between the control group's pre-test and post-test scores but significant differences exist for the experimental group. This then makes it safe to conclude that STAMP is effective in teaching Mathematics for Grade Six classes. STAMP can enhance motivation and performance of the students.

DISCUSSIONS

The results demonstrate the need for integration of technology in teaching Mathematics because it improved learners' classroom performance. Through STAMP, they become active learners on their own pace, having control over their learning. Due to the fact that lessons are presented in a more interesting and challenging way, they are motivated and their curiosity and fantasy are triggered. Teachers, on the other hand should be given in-service training for them to gain more knowledge and clear understanding of the approach. Although tedious on their part, they should be encouraged to prepare and use different teaching strategies using technology to motivate pupils to participate in class discussion.

KEYWORDS: STAMP

SUBMISSION ID: R04A-CAVITP-1703

Effectiveness of Project: Sikap Science Ignited Knowledge for Active Participation of Grade 10 Learners in Pililla National High School

Isabelita Austria, Pililla National High School

Abstract

INTRODUCTION

The primary goal of teaching is to provide appropriate and effective instruction to learners. Teachers play a crucial role in learner's education process. Science has an enormous part in the development of the learner. Some learners are not aware that Science is always an integration of all the things they do from the moment they wake up and sleep at night. This research focus on learning approach to investigate the EFFECTIVENESS OF SCIENCE IGNITED KNOWLEDGE FOR ACTIVE PARTICIPATION (SIKAP) of Grade 10 Learners in Pililla National High School

METHODS

The study employed experimental method and used Grade 10 Learners as participants. The topics covered least mastered skills in Grade 10 Biological Science. They were classified according to their learning approaches based on their learning competencies. The level of performance used pre and post-test in topics 1, 2 and 3, mean and standard deviation.

RESULTS

Mean obtained in topic 1 is 13.20, topic 2 is 11.17 and topic 3 is 13.79. Based from the findings, results showed that there is a significant improvement in the performance of Grade 10 students after the implementation of Project SIKAP, an improvement in the mean percentage score was reflected in the pre and post-test results.

DISCUSSIONS

Students' performance in the subject improved after using Project SIKAP. This project may use to supplement and enhance science teaching in accelerating towards educational development through innovative practices of instructional material development. Creativity and innovation is essential to the present needs of the learners especially the 21st century learners who need to be holistically and skillfully developed.

KEYWORDS: Ignited, Knowledge, Active, Participation

SUBMISSION ID: R04A-RIZALP-0283

**Effectiveness of Proper Waste Segregation among Intermediate Pupils
at Solo Elementary School**

Elvira Manalo

Abstract

INTRODUCTION

The purpose of this research paper is to inculcate the mind of intermediate pupils on how to manage their wastes as well as to follow the policies and regulation that will give them an idea on proper waste segregation. Furthermore, this paper aims to let the School Personnel, PTA and other stakeholders cooperate, participate, practice, and let this a part of their daily activities.

METHODS

The researchers used the Descriptive Method in administering this study. The researchers ask permission of the principal and teachers for the actual conduct of the said school program and used the intermediate pupils as the respondents. The study began by gathering data through observation and later on distributing the questionnaires.

RESULTS

Result showed that every individual needs to take responsibility of managing the wastes properly. Separating waste is the first step in managing the school rubbish. Avoid sending waste to landfill, is another option. The staff and students' knowledge on wastes management and disposal such as recycling, reusing, reducing and composting needs to be strengthened.

DISCUSSIONS

The results demonstrate that proper collection is the solution to the waste problem. Students should consider how much waste is generated and in what ways they can manage it. They should consider the waste that can be diverted from final disposed into other forms. Related to this, some problems on proper waste management need focus and further implementation by the concerned school program committee.

KEYWORDS: effectiveness, proper, waste, segregation

SUBMISSION ID: R04A-BATANP-0970

Effectiveness of RC2MSC Strategy in Improving the English Vocabulary of Grade 3 Learners

Divina Tesiorna

Abstract

INTRODUCTION
The Grade 3-Archer learners experienced difficulty in spelling words particularly, words with silent letters that led to poor vocabulary and fear in reading and writing. To improve their vocabulary skills, spelling game was chosen as the intervention.

METHODS
There was a conduct of Pre-test to be compared with the Post-Test after the intervention. It acted as a measure whether the learners have gained benefits from the interventions.
The choice of words was selected from Dolch Sight Words for Grade 3. This was to ensure that the words tested are not too difficult in meanings for the learners and can be used regularly in communication.

RESULTS
RC2MSC Strategy was an effective way to improve the English vocabulary of the Grade 3 learners.

DISCUSSIONS
The result of the post-test compared to the pre-test result revealed an increase in the number of learners rated as Advanced from a total of 6 to 22. A 44.44% increase in performance was recorded. An increase of 13.91% was also recorded under Proficient from a total of 5 to 10. On the other hand, Approaching Proficient had a decreased of 11.11%, Developing decreased to 22.22% and Beginning had totally decreased to 0%. Post-test indicated that RC2MSC Strategy was an effective way to improve the English vocabulary of the Grade 3 learners.

KEYWORDS: Post-test, Pre-test, Advanced, Proficient, Approaching Proficient, Strategy, Vocabulary, intervention

Effectiveness of Reading by My Side in Enhancing the Reading Ability of Grade 7 Students

Joan Dacalos, Department of Education

Abstract

INTRODUCTION

Reading is basically a life skill. It occupies a high place of significance in a child's learning and personal growth. It is a cornerstone of a child's success in school and indeed throughout life, that's why this must be given at an early age and nurture as she grows.

METHODS

The study applied a combination of experimental and quantitative research design in achieving the main objective of the study. The experimental design employed the one-shot method to determine the effectiveness of the remediation program by comparing the reading level of the respondents before and after they were undergone to the remediation program. The quantitative design was employed to verbally interpret the data gathered. The study utilized Phil-IRI as its main instrument in gathering the data needed.

RESULTS

The study found out that there were improvements on the reading level of the respondents after they underwent to the remediation program based on the result of the post-test administration of Phil-IRI. However, there are still needs for the improvement of the program to further increase the reading performance of the pupils since it was only lasted for a month.

DISCUSSIONS

The result demonstrated that the more accurately teachers and reading specialist can define the student's challenge, the more effective the intervention. This means the intervention program specifically target the dilemma to the broad category such as decoding or fluency. The program did not use the one size fits all approach to reading intervention. The teachers made use of an appropriate intervention for each child especially to those who require additional help. With proper feedback and lots of practice, learners become more fluent, accurate and confident.

SUBMISSION ID: R04A-RIZALP-0478

Effectiveness of Read-Saya Project to the Reading Ability of Grade One-Lily Class in Paaralang Elementarya Ng Palahanan, San Juan West District

Mary Rose Galit, Department of Education

Abstract

INTRODUCTION

The study was conducted to know the effectiveness of the READ - SAYA PROJECT to the reading ability of Grade One - Lily class of Paaralang Elementarya ng Palahanan, San Juan West District, Division of Batangas during the School Year 2016 - 2017. The program was introduced to help the pupils improved their reading skills through the use of different learning materials where in the pupils are enjoying while reading.

METHODS

The descriptive method of research was utilized with the use of questionnaires in gathering data. Thirty - nine pupils from the Grade One - Lily class were the respondents of this study during the School Year 2016 - 2017. The data gathered was analyzed using ranking and weighted mean.

RESULTS

The study revealed the following results: (1) pupils enjoy and learn much in reading using the multi - media (2) pupils often enjoy and learn to read through picture books (3) pupils sometimes enjoy reading big/small books (4) pupils rarely choose to read textbooks (5) most of the pupils are not familiar of comics book. The proposed action research is expected to produce more reading materials that enabled pupils to learn to read with enjoyment.

DISCUSSIONS

The results revealed that through the proper guidance and supervision of teachers and parents, the problem in Reading will be lessened. Pupils enjoyed much in reading using the multi-media and less on comics.

KEYWORDS: revealed, multi-media, comics, reading, enjoy

SUBMISSION ID: R04A-BATANP-1141

Effectiveness of Rebus Story in Improving Reading Comprehension in English of Grade Seven Students

Vijane Agbayani, Department of Education - Calamba

Abstract

INTRODUCTION

The number of struggling readers is increasing each year. The number of Filipinos aged 10-64 years old, who do not understand what they read, has grown to 20.1 million. This is based on the latest figures from the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS). In relation to this, high school students are struggling readers and it is said that reading comprehension is related to vocabulary development. Mastery of vocabulary is not an easy thing for students, especially for young learners because they have limited ability in learning and memorizing the vocabulary. It is not an easy task for teacher to teach vocabulary because of the limitation of students' ability. So, the teacher needs to apply appropriate technique in his classroom.

METHODS

A quasi-experimental design was utilized in this study to compare the formative tests and post test results of the two groups of respondents - comparison and experimental group. Fifty (50) student-respondents were considered in the first group who has counterparts on the second one on the basis of their Phil-IRI level of comprehension scores for a total of one hundred (100) student-respondents. The researcher used the Philippine Informal Reading Inventory to determine the comprehension level of every student-respondent. On the other hand, an adapted validation tool was used to determine the degree of adequacy of the developed rebus reading material and a total of five (5) language and reading experts were requested to validate the reading materials.

RESULTS

It was found out that the developed reading material was generally Good to use in enhancing the reading comprehension of Grade 7 students with the overall mean of 2.84. The graphics used, phrase selected, accuracy of depiction, level of complexity, and degree of challenge were considered. There was a significant difference between the performances of the experimental group and the comparison group as revealed by the computed p-value of 0.00001 which was less than the level of significance of 0.01. Thus, the developed rebus reading material was effective to improve students' reading comprehension.

DISCUSSIONS

Based on the findings and conclusions of the study, it is recommended that the teachers and school administrators may consider utilizing the developed rebus reading materials in teaching literary pieces to Grade 7 students to reinforce the improvement of reading comprehension and the retention skills of the students in English literatures. Also, they may develop a parallel rebus reading materials in other literary texts in all grade levels to uplift the students' performance in Language subjects. In addition, follow up studies and researches about the use of rebus reading materials in improving the students' reading comprehension are encouraged.

KEYWORDS: Rebus, Reading Material, Reading Comprehension

Effectiveness of Reinforcement Activities on Problem Solving in Mathematics: Basis for Teacher's Guide

Zenaida Roque, Department of Education

Abstract

INTRODUCTION
In this study, the researcher determined the use of positive reinforcement and behavior modification which is important for the success in the classroom, frequent reprimands, low expectations, and infrequent praise that often result in pupils who exhibit challenging behaviors.

METHODS
The researcher used the experimental research method which is the process of discovering information by means of experimentation. In particular, the pre-test - post-test experimental group design using the counter balanced approach was employed wherein similar groups were exposed to different treatments and different time.

RESULTS
Based from the findings, the computed value led to the rejection of the null hypothesis which implies that there is a significant difference between the pre - test results and post - test results on scores of the learners for both control and experimental group. This result proves that the used of the reinforcement activities enhances the skill of the learners in Mathematics.

DISCUSSIONS
Based on the findings and conclusions, the following recommendations are proposed. Mathematics teachers should be flexible in applying appropriate teaching strategies in Mathematics teaching for the learner to conceptualize and apply the concepts in solving problems. Teachers have to make constant evaluation of learning in Mathematics teaching to develop in the learners the proper skill in solving word problems. Latest trends in Mathematics teaching have to be taken into consideration by every Math teacher for them to be effective inside the classroom. Effective teaching guide for reinforcement activities as prepared by the researcher should be implemented to evaluate further its effect to learners of all Mathematics subjects.

KEYWORDS: positive, reinforcement, behavior, modification, appropriate, strategies, guide, effective, experimental, null

SUBMISSION ID: R04A-CAVITP-1011

**Effectiveness of Sagip Bata Program in Improving the Attendance of
Grade 3 Pupils**

Mary Rose Vocal, Department of Education - Rizal

Abstract

INTRODUCTION
School absenteeism is an alarming problem for administrators, teachers, parents, society in general, and pupils in particular. Unaccepted absences have a negative effect on peer relationships, which can cause further absences. According to Malcolm, Wilson, Davidson and Kirk (2003) teachers identified the effects of absenteeism on children as: academic under-achievement, difficulty in making friends which could lead to boredom and loss of confidence, prolonged absence can have deleterious effects for the child in later life and pupils who are absent from school are at the greatest risk of dropping out of school early.

METHODS
The study used the descriptive and experimental method using the single group design. The post-implementation attendance of the pupils where compared to the pre-implementation attendance to measure and to describe the level of effectiveness of the intervention.

RESULTS
Findings imply that the intervention program is effective in improving the attendance of the pupils in grade 3

DISCUSSIONS
 The project intervention which caters different strategies was the primary tool in helping the learners. The attendances of the pupil-respondents are significantly higher after exposure to the intervention program which resulted to a high percentage of daily attendance.

KEYWORDS: absenteeism, attendance, single group design

**Effectiveness of School Club in Improving the Classroom Performance
of the Grade Four Pupils**

Melba Salagubang, Department of Education

Abstract

INTRODUCTION
Classroom activity is the main focus of the Philippine education landscape. Through the aid of the teacher, the pupils are expected to perform according to the learning standard, which comprises of the "content standards, performance standards, and learning competencies outlined in the curriculum" (Department of Education, 2015 p.23). Club activities, however, also provides a means of reaching these standards.

METHODS
This action research participated by randomly selected Grade 4 pupils who are not members of the Mathematics Club and Grade 4 pupils who are members of the Mathematics Club. The activities of the club were supervised by an adviser. The participants are grouped into two. Group A is the control group or the group of pupils that are not member of the Mathematics Club and Group B is the group of members of the Mathematics Club.
In order to compare the performance of the control (non-member of the Mathematics Club) and the members of the Mathematics Club, the researchers gathered the grade of the participants for the 1st grading period.

RESULTS
The grades of the members of the two groups where gathered after the 1st Grading period. The results are sorted from highest to lowest and summarized. We can see that in general, the individual grades of the members of Mathematics Club are better than the individual grades of not members of Mathematics Club. Statistical analysis concerning difference of the means of the two groups was performed. A one-tailed t-test was used because of the small sample size. The test also used 5% level of significance. The null hypothesis is that the mean grade of Group A is the same as the mean grade of Group B. The alternative hypothesis is that the mean grade of Group B is greater than the mean grade in Group A.

DISCUSSIONS
The results show that the performance of the pupils improved after DI was used. The research added that this is tedious on the part of the teachers. Another approach that could provide a promising result is encouraging the pupils to participate in school clubs. The use of this method can provide an environment that encourages critical thinking and facilitate better understanding of the subject.

KEYWORDS: activities, club, performance

SUBMISSION ID: R04A-BATANP-0753

Effectiveness of School Readiness Year End Assessment (SReYA) to Incoming Grade One Pupils of Hinatuan South Central Elementary School

Imelda Tinampay, Department of Education - Hinatuan South Central Elementary School

Abstract

INTRODUCTION

Proper care at early age can do much to create and enabling environment that ensures protection and support for more broad based issues such us children's health, nutrition, psycho-social and cognitive development. Some pupils come to school eager to learn and eager to please the teacher. They respond well to simple praise. They work hard and have pride on their work. The teacher must accept these pupils regardless of their attitudes and use the techniques to develop in them the different domains. In this action research, there are twenty identified pupils in kindergarten, to be studied/ observed how effective the School Readiness Year End Assessment as a tool in determining incoming grade one pupils of Hinatuan South Central Elementary School.

METHODS

This research aims to find out the effectiveness of School Readiness Year End Assessment (SReYA) to the 20 identified pupils in Kindergarten of Hinatuan South Central Elementary School, with proper application to improve their knowledge in different domains among kindergarten pupils. The study utilized Pre-Experimental Design One Group. The researcher had conducted pre-test at the start of the school year to identify the respondents' program. It was administered during the month of August, 2016. On the month of January was the post-test.

RESULTS

The results show that of the 25 items test given to the 20 identified respondents score was only 5.6 with only 22.4%. It signifies that there was a need of interventions to be employed to the identified respondents. After the given interventions, it shows that the average score of the 25 item test that was given to the 15 identified respondents was 213.15 with the percentage of 93%. It implies that there is an increase of level of performance after employing some interventions and proper implementation of School Readiness Year End Assessment (SReYA) to the incoming grade one pupils.

DISCUSSIONS

Teachers are encouraging to utilize the SReYA properly in the assessment of the kindergarten pupils. School Readiness Year End Assessment (SReYA) is very important because most of the children enhanced their knowledge in different domains. Early Child Care is basic to a child before he/she enters in the field of formal education. This implies that well-cared children are really ready, excited and interested to enter school. Based on the findings of the study, School Readiness Year End Assessment (SReYA) is highly recommended to be used as a tool to incoming Grade 1 pupils.

KEYWORDS: SReYA Effectiveness, Incoming Grade One, Assessment tool

SUBMISSION ID: R013-SURSUR-0100

Effectiveness of School-Based Feeding Program (SBFP) on the Academic Performance of Severely Wasted and Wasted Pupils of Mataas na Lupa Elementary School

Mary Ann Calapati, Relina Alcantara, & Roma Ramos, Department of Education Cavite

Abstract

INTRODUCTION
In many parts of the world, School-Based Feeding Program (SBFP) has been used with the belief that education and learning depend on good nutrition. SBFPs are considered a sound investment in education as these are associated with increased enrolment, improved school attendance, better performance, decreased incidence of grade level repetition, and decreased dropouts among learners. SBFPs also serve as platform for other human development outcomes, such as reducing hunger, aid in the development of children, improve the nutritional status and promote good health.

In the Philippines, SBFP is being implemented mainly to improve nutritional status, improve school attendance, and to reduce dropouts among school children. It is essential to provide a balanced diet to children which would in turn enable them to increase their attention span hence better academic achievement. It was hypothesized that school feeding program has an impact on the success in the academic achievement of grade schoolers. Nutrition and health are powerful influences on a child's learning and how well a child performs in school. The effect of under nutrition on young children ages 0-8 can be devastating and enduring. In the areas of cognitive development, when there is not enough food, the body has to make decision about how to invent the limited food stuffs available.

METHODS
The respondents of the study are the 7 severely wasted and 31 wasted pupils in Grade I to Grade VI of Mataas na Lupa Elementary School. Their academic performance during the first quarter of the school year was the basis since it was the period wherein the feeding program was not yet implemented, while their academic performance in third grading was utilized as to compare with the previous performance of the pupils after the implementation of the program.

To know the effectiveness the School-Based Feeding Program on the academic performance of the beneficiaries, the following were conducted:
(1) interview of the researchers with the class advisers of the pupils on their performance in the class and (2) record the pupils' grades in all learning areas in the first quarter compared with their grades in the third quarter.

RESULTS
The results showed that there was a little effect on the academic performance of the pupils before and after the program as reflected in the data gathered from the advisers' class records.

DISCUSSIONS
Daily lunch, balanced diet, good nutrition, the implementation of Gulayan sa Paaralan Project and other health care projects contributed to the success of the program. Teachers, groups of parents and the adequate financial allocation and the facilities of the school also helped in achieving the success of the program. Hence it was recommended to continue the implementation of SBFP in the next school.

KEYWORDS: feeding program, academic performance

SUBMISSION ID: R04A-CAVITP-1407

Effectiveness of Science Interactive Board Games (SCIBORG) as an Intervention Material for Grade 8 Struggling Students

Amor Habiling

Abstract

INTRODUCTION

The Philippines' K to 12 Science Curriculum envisions every Filipino to become a participative and globally competitive member of the society. It promotes scientific literacy through a comprehensive understanding of science concepts and acquisition science process skills. However, the perception of the students on Science subject as abstract in nature contributes to the declining interest and performance towards the subject. Presently, intervention programs are becoming vital solutions in addressing the academic need of the students.

METHODS

This study employed a developmental - experimental research design. Four interactive board games were developed by the researcher and were manipulated by 30 Grade 8 struggling students during the intervention program.

Purposive sampling was utilized to identify the student-participants in the intervention program and they were randomly assigned in three groups. Modular approach and peer-tutoring strategy were both given to the students in the positive and the experimental group. However, the students in the experimental group were tasked to play the Science Interactive Board Games at the end of every session. On the other hand, the students in the negative control were asked to study the topics by their own pace.

To determine the effectiveness of the Science Interactive Board Games as an intervention material, a teacher-made test was administered before and after the intervention program. The data in the pretest and posttest were collected and analyzed statistically.

RESULTS

The objective of this study is to determine the effectiveness of SCIBORG as an intervention material. The result showed that there is a significant difference on the test scores obtained before and after the intervention program in the positive control and the experimental group while there is no significant difference on the scores obtained in the negative control group. Moreover, the result of the post-test among the three groups revealed that there was a significant difference on the scores obtained after the intervention program. It also revealed that the students in the experimental group had attained the highest mean score after the intervention program, thus the use of Science Interactive Board Games was considered effective as an intervention material.

DISCUSSIONS

This study determined the importance of developing and designing the intervention materials upon the needs of the struggling students. In addition, intervention materials should be proactive, engaging and fun.

KEYWORDS: intervention program, interactive board games, struggling students

SUBMISSION ID: R04A-RIZALP-0049

Effectiveness of Science Videodiscs as Teaching Aids in Enhancing Science and Health Performance of the Pupils

Mardian Alvarez, Department of Education

Abstract

INTRODUCTION
The use of video technology in the classroom has increased faster than any other new technology in decades. Almost all schools have videodiscs players and in many schools, every classroom to show videos to students. How effective then can be the use of videodiscs instruction in learning? Will the use of this really help improve the quality of instruction and raise academic performance of elementary grade Science pupils? These questions led the researcher to theoretical and carry out this study.

METHODS
Experimental research method is a systemic and scientific approach to marketing research in which the research manipulates one or a number of variables and measures any change in other variables. It is the process of discovering information by means of experimentation. The experiment is expected to reveal some causal relations. It deals with dynamics, forces and interaction. It is not extended to simply give descriptive picture of stats of normal growth of change. It provides proof of a hypothesis between two factors into a causal relationship through the study of constructed situations which have been controlled.

RESULTS
The following results were attained according to the problem presented:
For the experimental group, the computed t-value is 13.02 which is greater than the critical value of 2.660 at 0.01 level of confidence. There is a significant difference between Pre-test I and Post-test I results of the experimental group.
For the control group, the computed t-value is 15.56 which is greater than the critical value of 2.660 at 0.01 levels of confidence respectively. There is a significant difference between Pre-test I and Post-test I results of the control group.
The computed t-value of the experimental group is 15.76 which is greater than the critical value of 2.660 at 0.01 level of confidence. There is a significant difference between the means of Pre-test II and Post-test II results of the control group.
Science Videodiscs can continuously be used as teaching aids in teaching difficult lessons most especially in teaching Science. Lessons will be easy to teach by using educational videodiscs.

DISCUSSIONS
There is a significant difference between Pre-test II and Post-test II results of the experimental and the control groups based on the computed t-value. The experimental group performed significantly higher than the control group after the intervention.
The Science Videodiscs were effective as teaching aids in enhancing Science and Health performance of the pupils.

KEYWORDS: EFFECTIVENESS OF SCIENCE VIDEODISCS

Effectiveness of Science Writing Heuristic (SWH) Approach in Increasing the Academic Achievement in General Chemistry 1 of Grade 11 STEM Students

Edlyn Matreo, Trece Martires City Senior High School

Abstract

INTRODUCTION

The main purpose of the study was to determine the Effectiveness of Science Writing Heuristic Approach (SWH) on the academic achievement of STEM students in General Chemistry. Specifically, it seeks to answer the following questions: 1) Is there a significant difference between the academic achievement of the control group and the experimental group in the pre-test and post-test? 2) Is there a significant difference between the academic achievement of the control group and the experimental group in terms of their gain score?

METHODS

The study was conducted at the Trece Martires City Senior High School in San Agustin Trece Martires City, Cavite during the second semester of the school year 2017-2018. The samples of the study involved 108 grade 11 STEM students. The study tested for three weeks. This study utilized the quasi-experimental research design. Quantitative as well as qualitative data analyses were employed. The 20 item science test and science activities with Science Writing Heuristic Approach (SWH) activity sheets were used as instruments of the study. The t- test was used to determine the significant difference between the means of the students' pretest and post test scores in General Chemistry.

RESULTS

The results of the t-test at 0.05 level of significance revealed that there is no significant difference on the academic achievement of the students in two groups in the pretest but has a significant difference in post test scores in General Chemistry . The results revealed that the academic achievement of the students who were subjected to Science Writing Heuristic Approach achieved significantly higher with a mean gain score of 10.71.

DISCUSSIONS

The study was limited to its testing period of three weeks. The 20 item science test and science activities with Science Writing Heuristic Approach (SWH) activity sheets were used as instruments of the study. The contributions of the study determined the significant difference between the means of the students' pretest and post test scores in General Chemistry; and sought the general effectiveness of Science Writing Heuristic (SWH) Approach in Increasing their academic achievement.

KEYWORDS: Science Writing Heuristic Approach (SWH), Effectiveness, Significant, Increasing, Achievement

Effectiveness of SCI-TV SIM in Science for Grade 7 Students

Care Ilyne P. Matutina, Karen Cate Ramos, Mayra A. Navarra, & Nanette
Jalon, CARE

Abstract

INTRODUCTION
Teaching science to grade 7 students with poor language acquisition is a growing challenge for educators. Teachers always translate the instruction in local language for the students to understand the concept. They have to look for alternative measures on how to expedite the teaching-learning process without compromising the quality of education. To address the diverse needs of learners, teachers use various instructional materials (IMs) necessary for teaching-learning process. Science Concept in Tagalog Version Strategic Intervention Material (SCI-TV SIM) is an instructional material meant to reteach the least learned concepts in science for grade 7. It has Tagalog translation of adequate context so that students will be able to grasp the essential concepts being presented. This SIM can be answered by a student or by a group of students inside or outside the classroom.

METHODS
Participants are composed of 60 instructional and frustrated readers from PHIL-IRI result of Grade7 students. Solomon Four Group Design with pretest and posttest was utilized. Lessons were conducted using SCI-TV SIM on the experimental group, while Learner's Material for Science 7 for control group. Data analysis then followed.

RESULTS
The percentage scores in the pretest of the control and experimental groups were 37.87% and 36.47% respectively which are equivalent to 69% when transmuted which is very far from expectation. The transmuted grade indicated that both groups did not meet the expectations in answering the questions about substance and mixtures, elements and compound, and acids and bases. Through the help of SCI TV SIM they were able to improve their academic performance. The experimental group with pretest had increased the percentage score to 52.87% while a group without pretest had increased to 55.00 % percentage score which are closer to fairly satisfactory.

DISCUSSIONS
 The result clearly reveals that the frustration and instructional readers have struggles in understanding the concept in science but when students are exposed to SCI-TV SIM, their Science achievements are better and higher (F=6.99, P<0.05, df=47). Instructional materials tailored based on the actual students' aptitude like SCI-TV SIM could be more effective in addressing the difficulties of students. Teachers are encouraged to make SIM with Tagalog translation that suits their students' learning ability to elicit utmost academic performances.

KEYWORDS: strategic intervention material (SIM), Solomon Four-Group Design, instructional materials

SUBMISSION ID: R04A-CAVITP-0031

Effectiveness of Short Stories as Remediation/Intervention Material for Struggling Grade Five and Six Pupils of Tangob Elementary School in Improving Reading Comprehension

Aleli Carpio, Department of Education

Abstract

INTRODUCTION

Reading is the primary avenue to knowledge. To advance in knowledge, one must forever learn more, study more, so reading helps to accomplish this. Reading words phrases, sentences or even paragraphs is one of the important skills a learner in the elementary grade should have. Reading with comprehension is the most essential one to ensure that learning take place. But comprehending test became the problem encountered by most of the struggling learners nowadays.

In line with this reality, this study aims to improve the results of the District Oral Reading Pre-assessment result on July 2017 wherein our school had some Grade Five and Six pupils who were still in the struggling level when it comes to reading and comprehension as well.

METHODS

A qualitative method was applied into this type of study that's why it began on the first week of November 2017 and concluded on the last week of February 2018 comprising of 10 struggling learners. There was a comparison done in the pre-assessment with the mid- assessment and with the final assessment result, significant differences on the results were examined and analyzed. After the data had collected, through qualitative analysis was used.

RESULTS

The Pre-Assessment was conducted on July 14, 2017. There were 10 struggling pupils at first, with the help and close supervision of the teacher-advisers and with the support of some parents said pupils improved during the Mid-Assessment held on November 22, 2017. There was an improvement wherein some non-readers became very slow ones and the very slow became slow ones. After giving more phrases, sentences and short stories, the Final Assessment ones only three were left non-readers and the rest improved.

DISCUSSIONS

Based on the results, it showed that in order to make the study possible, these must be continued to the next level to thoroughly eradicate the struggling learners. Those pupils who were in the very slow and slow reading level must be given more time for reading for them to be good at it. These pupils will be better learners if they will be better readers.

KEYWORDS: improved, eradicate, assessment, struggling

SUBMISSION ID: R04A-BATANP-0278

Effectiveness of Spelling Intervention for English Notable Application (SIENA) in Improving the Spelling Ability of Grade Six Learners

Dave C. Prodigo, Department of Education - Koronadal City, Research Committee, Association of School Paper Advisers of Region 12

Abstract

INTRODUCTION

Spelling is important in written communication. Yet too many students do not know how to spell. The use of correct spelling brings good communication between the writers and readers. Wrong spelling makes communication breakdown between the writers and the readers (Moats, 2000). This study was conducted to assess the effectiveness of Spelling Intervention for English Notable Application (SIENA), in improving the spelling ability of the Grade Six learners of Rotonda Elementary School.

METHODS

Quasi-experimental research design was employed in this study. Forty-two Grade Six learners of Rotonda Elementary School served as the subjects of the study who were identified through testing and were randomly grouped to control and experimental groups. The experimental group underwent SIENA while the control group engaged in the traditional way of teaching spelling. Both groups took the spelling pretest and posttest to determine their spelling ability before and after the experiment. The data collected were treated through t-test with 0.05 level of significance.

RESULTS

The results of the study showed that the Grade Six learners have Poor spelling ability at the start of the study wherein the pretest scores of both groups showed no significant difference. It was found in this study that there was a significant difference in the pretest and posttest scores of the experimental group or the group which underwent the intervention SIENA. A significant difference was also noted in the pretest and posttest scores of the control group or the group which were taught the traditional way of teaching spelling. Finally, this study yielded a significant difference in the mean gain scores of both groups and concluded that the use of SIENA is better than the traditional one.

DISCUSSIONS

The results of the study confirmed that the traditional way of teaching spelling, such as parroting and reading aloud, and the use of Spelling Intervention of English Notable Application (SIENA), which utilized ICT and cooperative learning activities, were both effective in improving the spelling ability of the Grade Six learners. However, the study further showed that learners developed better spelling ability when taught using SIENA. Hence, spelling interventions in schools should venture on utilizing available technology and creative ways of groups activities to better uplift learners' spelling ability.

KEYWORDS: spelling; SIENA; spelling ability

Effectiveness of Story Telling in Encreasing the Comprehension Level of Grade 3 Pupils of Dominlog Elementary School

Benecia Calusa, RACE

Abstract

INTRODUCTION
The purpose of this study is to test the effectiveness of the STORY in enhancing the comprehension level of Grade 3 pupils of Dominlog Elementary School.

METHODS
The research design that the researcher used was the descriptive-comparative. The research took place in Dominlog Elementary School. The researcher utilized the purposive sampling technique I choosing the twenty-two (22) Grade 3 pupils as the subject of the study. The researcher used post-test reading material from Phil-IRI issued by the Department of Education. After identifying the pupils under the frustration level the researcher employed the post-test reading materials in Phil-IRI. After getting the mean and MPS of the pupils the story telling activities was utilized. The post-test was employed and determined the mean and MPS of the pretest and post-test. T-test was used to get the significant difference.

RESULTS
The study found that story telling intervention had significantly better performance in reading comprehension. Using story telling motivated the pupils to read and practice more in reading through the listened stories. This signified that the intervention was effective in enhancing the comprehension reading performance of the Grade 3 pupils. There is a significant difference between the computed t-value of-5.97 and a critical t-value of 1.721 thus, rejecting the null hypothesis which is significant in 0.05 level. Therefore, storytelling intervention is effective in enhancing pupils' reading comprehension.

DISCUSSIONS
Story telling is effective in increasing the reading comprehension performance of the grade 3 pupils. The story telling motivated the pupils to read and understand more the story or text.

KEYWORDS: Enlarged friendly letter writing model, MPS, Enhance

SUBMISSION ID: R04A-QUEZON-0389

Effectiveness of Strategic Intervention Materials (SIM's) in Science for Grade 8

Erlene Martinez, Department of Education Batangas Province, Inicbulan NHS

Abstract

INTRODUCTION
Learner's ability to learn Science concepts and skills was hindered by low level learning competencies and skills. Educators need to search to prepare learners to a continuously changing world. In the world of Science individuals needs to have competencies for better adaptation to these changes (K to 12 Curriculum Guide in Science, 2013).The ultimate goal of teaching is providing appropriate & effective instructions to students, therefore utilization of intervention materials should be given emphasis since Department of Education includes Strategic Intervention Materials (SIM's) as learning resources for schools.

METHODS
Descriptive method of research was used. Questionnaire was the main gathering instrument. Weighted mean, ranking, t-test, f-test and Pearson (r) moment correlation were the statistical tools applied. There were 307 Grade 8 student-respondents.

RESULTS
The Level of Learning Competencies in Science 8 Students reflected that students had moderately average level of competency for first, second & fourth quarter while below average level on third quarter.
The Effectiveness of Strategic Intervention Material Used by Teachers; 1. Objectives, 2. Content 3. Clarity and 4. Style and presentation registered mean from 3.51-366 indicating that SIM's were effective.
Male and female students had different level of learning competencies in Science during first and fourth quarter(t-values of 2.238 and 2.486 which is greater than the critical t-value of 1.96 at .05 level of significance, 305 degree of freedom) thus rejecting null hypothesis.
The level of learning competencies of students in Science had a significant difference when grouped according to school during first and fourth quarter.
The level of learning competencies of students in Science had significant difference when grouped according to school during first & fourth quarter with computed f-values of 3.414 and 2.927, greater than the critical f-value of 2.637, .05 level of significance, 3 degree of freedom among and 303 degree of freedom within.
The level of students learning competencies in Science showed significant relationship to the effectiveness of strategic intervention material (SIM) as to objectives, content, clarity, style and presentation (R-values ranging from 0.129 to 0.671, as the critical value R-value of 0.112, .05 level of significance, at 306-degree freedom) rejecting null hypothesis.

DISCUSSIONS
The results demonstrate that SIM's will help address the students least mastered learning competencies and found effective.

KEYWORDS: Strategic Intervention Materials, Grade 8 students, Science 8 Curriculum, learning competencies, Learning resources

Effectiveness of Strategic Intervention Materials in Developing Pupils' Competencies in Science 5

Lorena T. Perile, Department of Education

Abstract

INTRODUCTION

The result of the pre-test in Science 5 as of S.Y. 2015-2016 of Sto. Toribio Elementary School in North District showed that it achieved only 65% mastery which is 10% lower than target rating of at least 75%. The findings was way behind the expectation of Corpuz [2010] who was asserted that one of the long range goals of science teaching is to develop the competence of pupils in acquiring valuable knowledge and information. To aid this problem, Strategic Intervention Materials for Science 5 were made. Interventions according to Bloom's Taxonomy of Learning [2010] must have developed all aspects of learning in a learner and thus a child must have achieved the mastery level expected.

In this study, the researcher seeks to find out the effectiveness of Strategic Intervention Materials in developing pupils' competencies in Science 5.

METHODS

The study used the experimental group pretest-post-test design for the respondents. The data as regards to effectiveness of strategic intervention materials in developing pupils' competencies in Science 5 in Sto Toribio Elementary School were derived through the analysis of the results of pretest and post-test. The researcher created strategic intervention materials where pupils are advised to answer, but experimental group only used SIM for one month. SIM explore the performance of the pupils. Same materials were administered in the pretest and post-test.

RESULTS

For the pre-test, the controlled group belongs to below average performance bracket. For the experimental group, they also fall on below the average performance bracket in drawing conclusions. In terms of the post test results, it was also observed that there were improvements on the performances of the two groups during the post-test. The recorded increase performance in the post-test of the pupils was noticed in experimental group rather than the controlled group. This meant SIM helped in developing and raising pupil's performance.

DISCUSSIONS

Since it could infer from the result that the utilization of SIM increased the performance of the pupils in Grade V in Science, School heads may directly monitor and keep teachers informed of the different intervention materials in strengthening of SIM through evaluate periodically the teacher performance of instructional function in relation to the pupil achievement in Science. Teachers may practice the best methods of teaching they learned through more training, reading materials and application of ICT and new trends in education.

KEYWORDS: Strategic Intervention Materials, Effectiveness

**Effectiveness of Strategic Intervention Materials-Collaborative Learning
on the Academic Performance of Grade 8 Students in English**

Magdalena Bandola, Quisao National High School

Abstract

INTRODUCTION
English is a universal language which is essential for acquiring different skills in learning. These skills are the integral part in which learner needs to enhance, develop, and explore in a day to day activity. English language is used as medium of instruction in five (5) learning areas such as Science, Math, English, T.L.E, and MAPEH. With this, learners could hardly cope in the lessons.

In today's generation, one cannot deny the fact that learners encountered too much difficulty expressing their ideas in oral and written communication, analyzing sentences or paragraph, following simple instructions, and identifying grammatical error. These are some of the factors that affect their academic performance in the school which turns out to be leading to their struggles.

METHODS
The study indicates the effectiveness of strategic intervention materials on collaborative learning in the academic performance of grade 8 students in English school year 2018-2019. In this research study, respondents were able to improve and increase the level of their performance in reading, listening, speaking, and writing. Based on the assessment made by the teachers, respondents were also involved actively in class discussion. The researchers conducted the study to produce a strategic intervention material in English, which also served as a tool for the teachers in teaching .The respondents of the study were 44 students, and grade 8 teachers in Quisao National where the researchers are presently teaching. The respondents were chosen based from the result of Phil-IRI main instrument was used a pre-test and post-test for the 4 macro skills; reading, listening, speaking, and

RESULTS
Descriptive method of research was utilized for teachers 'in assessing the effectiveness of the intervention materials. The findings revealed that the intervention material has contributed a significant role in the improvement of the performance of the students. With regards to the effect of strategic materials evaluated by grade 8 teachers, the study revealed that after exposure on the four learning skills; reading, listening, speaking and writing, students were able to collaborate and to incline in their academic performance. In view of the findings, lessons in English must be strategic so that learner will be motivated to participate and to perform actively during class discussion.

Through the developed strategic intervention materials, teachers of English would be of great help for them in support in day to day activities in the class.

DISCUSSIONS
Alarmed on this situation, researchers were decided to remedy the prevailing condition of learners. In order to bridge the gaps in the classroom setting, researchers have launched a project on strategic intervention materials-collaborative learning. It focuses on the four (4) macro skills such as reading, listening, speaking, and writing. Although these skills were already part of the curriculum, still, the learners need to acquire strategic approach for their development.

Over the past years, Grade 8 (second year) students always got the lowest percentage score in the National Achievement test (NAT). This shows that the level of their performance is poor. For this reason, the researchers were enthused to conduct this study in order to help the learner boost their confidence to become more order to help the learner boost their confidence to become more active in class and exude better performance. Also, they need to acquire new knowledge and new concepts which are very helpful in mobilizing the spirit of learning.

KEYWORDS: Effectiveness, Strategic, Intervention, Materials, Collaborative, Learning

Effectiveness of Strategical Intervention Materials in Improving Pupils' Performance on Mathematical Problem Solving in Grade 4 of Ovidio S. Dela Rosa Elementary School S.Y. 2018-2019

Cindy Solomon, Emma Sevilla, & Lorelie Cuartero, Department of Education

Abstract

INTRODUCTION

This paper aims to find out if the SIM (Strategical Intervention Material) would help the 40 selected pupils in increasing their academic performance in Mathematics focusing on problem solving. The researchers used an experimental as a method in gathering data. The participants were divided into two groups. The experimental group is composing of 20 and 20 in the controlled group. The research found out those pupils from the experimental group performed well than in the controlled group base on their post test result. It shows that using SIMs are effective aid in the performance of the pupils. Furthermore, it was recommended that SIM be adopted as instructional material or strategy in teaching Mathematics or other subject.

METHODS

The experimental method was utilized in this research to show the importance of Strategical Intervention Material (SIM) in teaching problem solving in Mathematics and how does it helps to increase the performance of the pupils. The target population of the study is composed of 40 selected pupils in Grade 4 of Ovidio S. dela Rosa Elementary School S.Y. 2018-2019. Obtaining of information or data includes giving of pre and post-test to selected pupils and compare their result. The selected pupils were chosen because of their convenient accessibility and proximity to the researchers.

RESULTS

Pupils in the experimental learned better than the pupils in the control group as indicated by higher mean. Further, the exposure of pupils in the experimental group by the strategic intervention material given has helped them master the lesson better than the pupils in the control group. Moreover, this result supports the view that the use of learning strategy contributes to higher pupils' academic achievement. Further, the findings of Iqbal (2004) supports the idea above that the use of learning strategy is more effective as teaching learning technique than traditional method.

DISCUSSIONS

Understanding concepts in Math is one of the difficult processes for pupil to perform. They need more exposure for them to understand concepts and using this Strategical Intervention Material will help them to have a better understanding about problem solving in Mathematics. The study reveals the importance of Strategical Intervention Material (SIM) in teaching Problem solving on math and how useful this SIM in increasing the academic performance of pupils.

KEYWORDS: Strategical Intervention Materials, Effectiveness, Mathematical, Performance, Problem Solving

Effectiveness of Structured Learning Episode as an Instructional Plan in the Academic Performance of Grade Six- Rizal Pupils of Rosario Elementary School

Jennifer Macatangay, Department of Education - Cavite

Abstract

INTRODUCTION
The enhancement of Science education particularly in the pedagogical aspect and the components of Structured Learning Episode SLE will be beneficial as to it will create pupils who can answer higher order thinking skills questions, who can analyze problems and become learners who can work and learn with their peers therefore this will be an interactive learning, pupils will have the first hand acquisition of concepts and skills and there will be fun in learning science with their classmates. Employing various strategies like the use of SLE as an instructional plan will increase the level of mastery of grade six pupils.

METHODS
This study used the experimental method of research particularly the pre-test independent group design in determining the effectiveness of Structured Learning Episode SLE in lessons on Science for the First grading period among grade six pupils of section Rizal. The subject of the study were the 42 respondents of Grade Six Rizal in Science Six. The use of 10 item pre-test and post-test was utilized in this research. A pre-test of 10 questions on each topic was given to determine their level of mastery of the topics. Structured Learning Episode was employed and utilized in discussing the topics to the pupils. A post-test was given then to check for a correspondingly increase in the test scores.

RESULTS
The comparative results of pre-test and post test showed a significant difference in the academic performance of the pupils of Grade six Rizal. Through the utilization of SLE Structured Learning Episodes there was an increase in the academic performance of the Grade Six pupils with regards to the result of periodical test. Hence after the lessons were presented using Structured Lesson Episode, the results of their test indicated that the mean were higher compared to the pre-test. The research has shown that the application of SLE in the lessons help motivated the pupils to learn and study hence the level of performance in the post-test showed that there was a big difference.

DISCUSSIONS
Teachers can continue to adopt the utilization of SLE as a teaching guide in planning Science teaching the application of Structured Lesson Episode in Science Lessons as an instructional plan can really benefit and be of great help to pupils being exposed to activities, HOTS questions, and differentiated activities. The use of Structured learning episode will create teachers who will be a facilitator of learning. There is participatory and engagement learning among her pupils.

KEYWORDS: Structured Learning Episode, pedagogy, Higher Order Thinking Skills

Effectiveness of Structured Remedial in Reading Skill in Filipino of Grade Seven Students of Rosario National High School

Alexandra Beniza, Rosario National High School

Abstract

INTRODUCTION

The study aims to determine the effectiveness of Structured Remedial in the reading skills of the grade seven students of Rosario National High School.

METHODS

Pre-Experimental, pre-test and post-test designs were used in the reading intervention and in the level of students' comprehension.

RESULTS

Based on the conducted study and researches in the reading skills of the students, there is a big significant in undergoing the students in the remedial reading program. On the collected data's and with the interpretation, clear huge difference was seen in the level of reading capability of the grade seven students of Rosario National High School from the pre-reading towards the post-reading.

DISCUSSIONS

Students who have undergone in the reading intervention were not only seen big difference in their reading level. Attitude and class performance of the students were improved. Self-confidence was built; they actively participated in class discussion, group work and even individual performances. Their grades from different subjects have seen big improvement too.

KEYWORDS: Structured Remedial, Reading, Pre-Experimental, Grade Seven Students, Rosario National High School

Effectiveness of Supplementary Worksheet in Enhancing Comprehension in Short Stories for Grade-V Struggling Readers at San Andres Elementary School

Belen A. Cabral, Carmela D. Amponin, & Rosemarie Mauhay

Abstract

INTRODUCTION
Reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. Reading comprehension must be the basic consideration of all readers. The ability of the readers to understand what they are reading; interpret ideas and inject meaning to printed words is comprehension. Thus, supplementary materials of this study are hugely expected to carry a positive bearing on the teaching and learning of short stories by struggling readers of Grade-V pupils.

METHODS
The researchers used descriptive design to determine the effectiveness of supplementary worksheet in enhancing comprehension of short stories of thirty Grade V struggling readers at San Andres Elementary School. The survey questionnaire was prepared, validated, distributed, tallied and interpreted to determine the effectiveness of supplementary worksheet and to know if there is significant increase in Grade-V pupils score in the test after they used the said worksheet. Documentary analysis was used to collect the names of the respondents. Mean and t-test were used as data gathering instrument.

RESULTS
Learners have different level of comprehension during the Pre-Test administration of oral reading assessment. Based from the results, the respondents could not easily identify the characters, setting and plot with the weighted mean of 2.13, 2.34, and 2.39. After using the supplementary worksheet, the respondents could highly identify the setting, 3.53 weighted mean and could easily identify the characters and plots with the mean of 3.39 and 3.25. However, the computed t-value is higher than the critical value, the null hypothesis is rejected. There is significant increase in the performance of the pupils in the test after using the supplementary worksheet.

DISCUSSIONS
The respondents could not easily identify the characters, identify the setting and identify the plot. After using the supplementary worksheet, the learners could highly identify the setting and could easily identify the characters and plot. The supplementary worksheet helps the pupils increase the level of comprehension in reading short stories. A parallel study may be conducted in the schools or districts to validate the results of the study.

KEYWORDS: effectiveness, supplementary worksheet, enhance, comprehension, short stories

Effectiveness of Task-based Learning in Science Teaching: Implication to Selected BatStateU ARASOF-Nasugbu Students' Academic Achievement

Ruffa Mae Duman

Abstract

INTRODUCTION
Science is one of the major sources of knowledge and information that helps individuals develop necessary values and skills that can be used in everyday lives. Through Science, complex topics from genetics down to smallest indivisible particles of atom can now be explained as a result of continuous studies, experimentations and by the use of advanced technologies that enables human to study natural phenomenon. In return, the learners use the data for the extensive lifelong researches to understand new concepts, make well-informed decisions and pursue new interests.

METHODS
The experimental type of research was used to analyze the data gathered from the two groups of respondents. Thus, 64 students from the grade 9 were chosen as respondents of the study. The data were gathered through the use of Pre-test and Post-test and survey in which two groups were given the same set with different approaches. The controlled group used the traditional mode of teaching and the task-based learning was used by the experimental group.

RESULTS
With the use of paired t-test as a statistical tool, it has been found out that the use of task-based learning as an approach in teaching directly affects the learning of the students. Based on the data obtained, the value of test statistics (6.19) exceeds to the t-critical value (2.04) at
0.05 level of probability and 31 degrees of freedom. Thus, Task-based learning approach has significantly improved the academic performance of the students in Science.

DISCUSSIONS
The study obtained a positive response from the participants. It has been observed that there is a significant difference between the learning achievements of those students who were exposed to Task-based Learning than those who were not. The respondents of the experimental group achieved higher scores than the controlled group. This means that those who were exposed to the said approach gained much more knowledge, values and skills than those who were taught using the traditional way of teaching. This is to say that Task-based Learning is effective in students' academic achievement in Science and if schools will take this approach into consideration, scientific illiteracy and transferability will no longer be a big problem in the Science pursuit.

KEYWORDS: Task-Based Learning, Science teaching, Scientific illiteracy, Transferability

SUBMISSION ID: R04A-BATANP-0738

Effectiveness of Technology and Livelihood Education (Tle) Learning Area as Perceived By the Grade 9 Students of Lumbangan National High School

Pinky Apostol, Department of Education, Division of Batangas, Lumbangan NHS

Abstract

INTRODUCTION
Technology Tools use in the teaching of Technology and Livelihood Education (TLE) are being used more and more in educational settings that the government through the Department of Education, has made a commitment to bring technology to the classrooms. Technology tools can help expand the opportunities for Filipino students to improve their skills, maximize their potentials and prepare them for global competition in the 21st century.
For the last two years, Lumbangan National High School had NCII passers thru the initiative of Mr. Zany R. Gargullo, Principal II, Mr. Toriano A. Digno, Head Teacher III in TLE and all the TLE Teachers. Those students passed the NCII Assessment in Cookery, Technical Drafting, Housekeeping and Computer Systems Servicing. Because of this, the researcher wants to know the effectiveness of k to 12 program based on the perception of the grade 9 students who will also undergo the said assessment this year.

METHODS
The research design used in this study was descriptive which was conducted to determine the effectiveness of Technology and Livelihood Education (TLE) learning area as perceived by the Grade 9 students of Lumbangan National High School with the use of questionnaire as the main instrument of this study.

RESULTS
Respondents rated disagree that TLE learning area was effective in terms of understanding the lesson and they rated moderately agree that TLE was effective in terms of classifying the different areas, applying the concept learned from TLE, teaching strategies and using of instructional resources.

DISCUSSIONS
There was no significant relationship on the responses of the respondents regarding the effectiveness of Technology and Livelihood Education (TLE) Learning Area as Perceived by the Grade 9 Students in Lumbangan National High School. (4) The proposed action plan was designed by the researcher.

KEYWORDS: Effectiveness, Technology and Livelihood Education, Students, Perception

Effectiveness of Technology-Based Reading Enhancement Activities for Frustration Readers in Grade Two in Mabuhay Homes 2000 Elementary School

Rizalina Corpuz, Department of Education

Abstract

INTRODUCTION
Education is very significant in everyone's life especially in the lives of pupils who are pursuing the basic education necessary for them to develop their total well-being. Teachers are aware that some pupils with learning problems have negative emotions concerning deeper communication those pupils who are counted as frustration readers. In this regard, the teacher needs the utilization of modern educational technology. Hence, the inclusion of classroom and other sources of enhancement activities are advisable. Teachers believe that the use of enhancement activities in every classroom can deliver quality education that will help to improve the academic performance and increase completion rate of every learner.

METHODS
Experimental research method employing single group design utilizing pretest and posttest were used as instruments to analyze the performance of grade two pupils in English in the said school. The respondents of the study were the frustration readers in grade two who were exposed to enhancement activities and they were described in terms of their sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and academic performance.

RESULTS
The majority of the respondents are males. The level of performance in English of the frustration readers did not meet expectations before exposure while after exposure the level of performance improved to very satisfactory. The test for the significant difference on the performance in English of the frustration readers before and after exposure to enhancement activities as revealed in the pretest and posttest results rejected the null hypothesis. Sex, sibling position, number of children in the family, monthly family income and parents' educational attainment are not significant on the performance in English of the frustration readers after exposure to enhancement activities as revealed in the posttest results.

DISCUSSIONS
The utilization of enhancement activities helped improve the performance of frustration readers in English. Sex, sibling position, number of children in the family, monthly family income and parents' educational attainment are not contributory on the performance of frustration readers in English after their exposure to enhancement activities. Teachers may continuously utilize enhancement activities in teaching and adopt varied technology-based instructional materials to enhance pupils' performance in English.

KEYWORDS: TECHNOLOGY, ENHANCEMENT, ACTIVITIES, FRUSTRATION, READERS, EFFECTIVENESS, PERFORMANCE

SUBMISSION ID: R04A-RIZALP-0134

Effectiveness of the 2C-2I-R Pedagogical Approaches to the Academic Performance of STEM Students

Jaiet Love Villagracia, Calubcub 1 Senior High School

(Adviser: Lean Grace Ortaleza)

Abstract

INTRODUCTION
There are a lot of factors that affect the academic performance of students. These could be classroom environment, class size, topic/lesson, teacher performance and among others. It could be added that sometimes what affects the teaching-learning process does not lie on the input on the process itself. Teaching pedagogies are some of these factors used by teachers to ensure learning. With this, the researcher who is a Grade 12 student under the STEM strand dealt on studying the effectiveness of the 2C-2I-R pedagogical approaches to the academic performance of the students in the mentioned strand.

METHODS
The researcher used a descriptive quantitative method of research to determine the effectiveness of the 2C-2I-R pedagogical approaches in the academic performance of STEM students at public senior high schools in San Juan, Batangas. A researcher-made questionnaire was used a tool to gather information. The results were tabulated, analyzed, and interpreted using the statistical treatment applied by statistician. This study was participated by eighty-one (81) Grade 11 to 12 STEM students who were identified through a random sampling method.

RESULTS
In terms of the profile of the respondents, majority of the respondents were 16 to 18 years old, male and had a general weighted average of 86 to 90. With a composite mean of 3.30, it could be interpreted that the respondents had positive perception on the effectiveness of the 2C-2I-R pedagogical approaches in their academic performance. The major effects of these strategies to the respondents were that they became more participative, developed better study habits and improved understanding on the lessons. Activities are deemed helpful to maximize the aforesaid pedagogical approaches.

DISCUSSIONS
The results reveal that the 2C-2I-R (Constructivist, Integrative, Inquiry-based and Reflective) pedagogical approaches are helpful in the delivery of the lesson for STEM students as these have positive effect on their academic performance. Moreover, engaging activities can further enhance the effectiveness of these pedagogical approaches.

KEYWORDS: pedagogical approaches, academic performance, engaging activities

Effectiveness of the Capability-Building Program in Reducing Referral Cases to the School Child Protection Committee

Eva Cosep & Norberto Solis, Jr., Department of Education - South Cotabato

Abstract

INTRODUCTION
UNICEF used the term child protection to refer to prevention and response to violence, exploitation, and abuse of children in all contexts. In relevance to this, Polomolok National High School had been religiously working towards their clienteles, the learners whom are found out through the Child Protection Committee (CPC) that there are 122 or 6% of the learners' population belongs to the learners who requires attention and guidance, 9 among these learners are suspected to be users of drugs and cigarettes and the 113 needing series of guidance and counseling sessions, visitation and referrals.

METHODS
The study used quantitative methods. A simple descriptive method was used to analyze the data gathered. The respondents of the study were the learners who require attention and guidance, parents of the said learners, teachers and personnel of Polomolok National High School, CPC Members and stakeholders. In addition, the researcher used purposive sampling on this study.

RESULTS
The study revealed that the Capability Building Program (CBP) initiated by the School Child Protection Committee was very effective to reduce the referred cases of bullying, truancy and smoking, among students, parents, school personnel and stakeholders. Furthermore, there was a significant difference on the number of referred cases to the School Child Protection Committee, and all learners, teachers and stakeholders shared positive insights on the benefits of the program.

DISCUSSIONS
The results demonstrate that Capability Building Program (CBP) initiated by the School Child Protection Committee was very effective in the reduction of referred cases among students, teachers, and stakeholders. In addition, the learners, teachers, and stakeholders shared positive views on the implementation of the Capability Building Program.

KEYWORDS: Capability Building Program

Effectiveness of the Developed Strategic Intervention Materials in Mathematics 9 as Perceived by Select Junior High School Teachers and Students in Nasugbu East District

Jeffrey Cerujano, Department of Education, Banilad NHS

Abstract

INTRODUCTION
In this very much challenging and fast changing society, mobilizing the educational arena, innovations of different kinds and variations are expected to continuously arise. Quality teachers are being challenged by this emergence of innovations to further address the demand of the 21st century in developing and producing globally competitive learners nurtured and equipped enough with the necessary competencies and skills in facing this educational battle. Relevant to this, whatever skills and competencies the students may fail to master, the problem is always denounces to the teacher. This reality then requires curriculum implementers to develop their own kind of innovations and one of these is this Strategic Intervention Materials as a remediation tool. This study was then pursued to determine the effectiveness of the developed Strategic Intervention Materials (SIMs) in Mathematics 9 as perceived by selected Junior High School teachers and students in Nasugbu East District.

METHODS
A descriptive quantitative research method was employed in this study which made use of a self-made survey questionnaire as the main data gathering instrument. Two groups of respondents was utilized which includes forty-seven (47) Mathematics teachers and fifty (50) Grade 9 students who evaluated the developed SIMs. Computation of the weighted mean and ranking as well as the use of t-test was used in the treatment of the data.

RESULTS
Based on the data gathered, findings revealed that the developed SIMs particularly its parts and features were effective as perceived by the two groups of respondents. However, significant differences between the perceptions of the two groups of respondents were noted on the parts and features of the SIMs which obtained t-test values of 4. 11, 3.97, 3.86, 2.97 and 3.05 and 3.87, 3.65, 4.31, 3.82 respectively which are all greater than the critical value of 2.23 with degree of freedom of 10 at 0.05 level of significance.

DISCUSSIONS
In the context of these findings, the researcher concluded that the developed SIMs could purportedly serve its purpose of addressing the learning gaps in Mathematics 9. Prior to this, in the development of such intervention materials ensuring its effectiveness, it is hereby recommended that the teacher must consider the learning styles, needs, strengths and weaknesses of every individual learner. However, the developed SIMs should be utilized to address the least mastered competencies in Mathematics 9.

KEYWORDS: effectiveness, developed, Strategic Intervention Materials, Junior High School, Perceived

Effectiveness of the Intervention Program Project Kampi in Enhancing the Reading Comprehension of Grade Seven Students of Rosario National High School

Aimee L. Dometita, Christine Joy A. Dagal, & Fellize Mariel S. Nacario,
Rosario National High School

Abstract

INTRODUCTION
This study aims to determine the effectiveness of Project KAMPI as intervention program in enhancing the reading comprehension skills of the Grade Seven students of Rosario National High School in Rosario, Cavite.

METHODS
This study used Pre-Experimental method utilizing the one- group pre-test post-test design. The chosen participants were 30 grade seven students of Rosario National High School who were identified with difficulties in reading with comprehension. Data were collected using a standardized 20- item test that was adopted from PHIL-IRI.

RESULTS
In general, the findings revealed that the use of Project KAMPI as intervention program increased the level of reading comprehension of the grade seven students. There is a significant difference on the performance of grade seven students, from Frustration level in pre-test to Independent level in post-test after the implementation of Project KAMPI. It shows the effectiveness of the intervention program in enhancing the level of reading comprehension by using different strategies and techniques to boost the interest of the students. The researchers highly recommend Project KAMPI as an intervention program to improve the students' comprehension.

DISCUSSIONS
This study served as a basis to determine the level of reading comprehension skills of the students. It shows the significance of intervention Project KAMPI that can help students to develop their reading comprehension.

KEYWORDS: Project KAMPI, Level of Reading Comprehension, Intervention, Pre-Experimental, Grade Seven Students, Rosario National High School

Effectiveness of the Intervention Strategies for Beginning Level of Proficiency, Grade 8 Students in Mathematics of Selected Public Secondary School of Cabuyao District

Marites Peñaredonda, Southville 1 Integrated National High School

Abstract

INTRODUCTION

Mathematics plays an important role to produce productive and globally competitive citizen. We cannot deny that most of the students have negative perception about mathematics despite of the efforts made by the school and the teachers in making mathematics an enjoyable subject. Now the problem comes with high dropout rates, high number of repeaters, low passing grades and lack of language and computational skills. These problems resulted to a considerable number of illiterate Filipinos, out of school youths and incompetent graduates. This study focus on the effectiveness of intervention strategies on Grade 8 students with beginning level of proficiency in Mathematics from selected public secondary school of Cabuyao district.

METHODS

The population of the study was composed of all Grade 8 students with beginning level of proficiency in Mathematics from selected public secondary School of Cabuyao district. A documentary analysis design was employed by the researcher using weighted mean, and t- test as statistical treatments in order to answer the stated questions in the study.

RESULTS

The study arrived at the following findings: (1) In terms of students' profile, most of the respondents are 13 years old. There were 170 male and 77 female with the total of 247 respondents. (2) In terms of the respondents' grade in first quarter and second quarter, the mean from the first quarter grade was 72.64 while the mean from the second quarter grade was 76.42. (3) In terms of mean difference between the respondents' first quarter and second quarter grade, it was found out that there is a remarkable increase in the mean performance of Grade 8 students during the second quarter grade which implies the effectiveness of intervention programs attended by the students.

DISCUSSIONS

The data implies that most of the Grade 8 students with Beginning Level of Proficiency are within the age of 13 years old. The data reveals that there were more male Grade 8 students who were not able to reach the standard passing level of proficiency in Mathematics compared to the female students. The common intervention program attended by the students was remedial classes with 86.64% composed of 214 students, followed by peer tutoring with only 10.12% which is composed of 25 students only and modular approach with 3.24% with only 8 students. The result implies that the learning difficulties of students can be remedied using different interventions which primarily lie on the teachers' initiative

SUBMISSION ID: R04A-CABUYA-0076

Effectiveness of the Spiral Progression Approach in Science Teaching in Relation to the Level of Competencies of Junior High School in Rosario, Batangas: A Basis of an Enhanced Developmental Program

Christian Jay Salazar

Abstract

INTRODUCTION

The Philippines faced new challenges in its Educational system today especially in science teaching as Republic Act 10533, otherwise known as the "Enhanced Basic Education Act of 2013," was implemented. Implementation of the new teaching approach like spiral progression as stipulated in the said Republic Act necessitates continual revisiting and updating as it affects all areas of educational development like students' learning, teaching performance and learning outcomes. With this, the study will determine the effectiveness of the spiral progression approach in Science teaching in relation to the level of competencies of junior high school in Rosario, Batangas as a basis of crafting an enhanced training and developmental program of the Science teacher.

METHODS

The researcher used a checklist-questionnaire method to find out the relationship of the variables. The study was conducted to determine the effectiveness of Spiral Progression Approach in teaching Science in relation with the learning competencies of junior high school. After administering the questionnaire, the researcher used different statistical treatment to measure respondents answer.

RESULTS

In terms of the profile of the respondents, the biggest proportion of the respondents aged 21-25 years old, females, and married, majority graduated as Bachelor's Degree with specialization of General Science, and they had taught 1 to 5 years as Teacher 1. In testing the significance of the variable, it had shown that there is significant relationship between the level of effectiveness of spiral progression approach and the level of learning competencies of junior high school students. And, there is a significant difference on the age and length of service of the respondents on the level of effectiveness of spiral progression approach.

DISCUSSIONS

Spiral Progression Approach should be used in terms of its applicability in the subject to be taught in the different branches of Science. The teachers should be cautious in getting the best learning outcomes upon applying the Spiral Progression Approach in their teaching- learning environment. The school should further enhance the growth and development of their teachers to be able them to teach subjects using the Spiral Progression Approach inside the classroom. Lastly, in order to achieve the quality teaching and learning, teachers must be equipped and advance in new strategies, pedagogy and should have the mastery in all areas of science.

KEYWORDS: competencies, spiral progression, learning outcomes, science, teacher performance, teaching

Effectiveness of the Strategic Intervention Materials in Enhancing the Performance of the Grade Six Pupils in Science and Health

Evelyn Malinao, Teacher, Department of Education

Abstract

INTRODUCTION

The problem in Science and Health is on the enhancement of pupils' performance. These are possible causes based on an initial study: low mastery learning in Science and Health because of lack of meaningful strategy to teach the subject; low retention rate as an offshoot of the lack of meaningful experiences due to the traditional approach in teaching the subject; lack of concrete conceptualization of lessons brought about by the uninteresting mode of instruction; and inadequate and inappropriate teaching aids.

METHODS

SIMS, as an approach of instruction is effective in teaching-learning process because of their dual purposes. SIMS is placed in small packets or envelopes. Each SIM is intended to discuss a lesson. There are four activity cards in a SIMS, namely: guide card, activity card, enrichment card, assessment card, and reference card. Individualized instruction nurtures independent learning and as a result it has the potential of producing individuals who are resourceful and self-appraising learners.

RESULTS

The mean percentage scores result shows that before the conduct of the intervention "Heartily Yours", 21 recipients are below mastery level. With the utilization of the intervention, all the 21 recipients or 100% raised their performance to above mastery level. It can be drawn that there is a massive increase in the recipients' level of performance after the implementation of the said program.

Results of the test with the utilization of the SIMS also showed great difference through the SIMS the pupils achieved higher rate.

Thus, the SIMS attained the purpose of this study.

DISCUSSIONS

The amount of knowledge in the traditional method was recalled from the past lessons related to the new topic discussed. The high scores could be accounted by the SIMS, the strategy used for teaching the subject. The mastery indices in the concepts in grades indicated high performance. The students showed increased retention that was extended even after a week. The massive increase in mean scores could be accounted from the errors which the students recognized and were able to test results after using the SIMS. The mean percentage score showed significant results. The SIMS was effective in enhancing performance in Science and Health.

KEYWORDS: effectiveness, strategic intervention material, performance

SUBMISSION ID: R013-TANDAG-0006

Effectiveness of the Use of Alternative and Planned Strategies in Teaching Filipino: Basis for Development of Action Plan

Rosebeth Martinez, LPT

Abstract

INTRODUCTION

The paper aims to determine the effectiveness and use of alternative and planned strategies in teaching Filipino and develop and action plan consisting of timely strategies and activities proven to be effective for the learners.

METHODS

The respondents of the study were Filipino teachers in the Lipa City Division, SY 2017-2018. This study made use of a descriptive survey research design to determine the effectiveness of teaching strategies employed by the respondents.

RESULTS

The most effective teaching strategy in teaching Filipino are strategies imploring the Constructivist Approach. These strategies aid in the development of learners' critical thinking skill, openness to new learning, and respect to other's opinion.

DISCUSSIONS

The results show the need to propose an action plan consisting of implementation of new strategies and suggested time frame for each activity.

KEYWORDS: Constructivist, Action Plan

SUBMISSION ID: R04A-LIPAC1-0206

Effectiveness of the Utilization of Different Teaching Strategies in Araling Panlipunan (Social Studies) as Perceived by Grade 10 Students in Taysan National High School

Larry Javina, Department of Education

Abstract

INTRODUCTION
The essential principles of effective learning provide the foundations upon which to develop appropriate pedagogies that are creatively applied in ways which maximize opportunities and respond to 21st century demands. Effective teaching strategies will always be based on a thorough understanding of how students learn particularly in Araling Panlipunan. The present study aims to further clarify the efficacy and influence of the different strategies used by Araling Panlipunan teachers according to the learners' perception and impression.

METHODS
The researchers opted to utilize the descriptive method of research to be able to seek answers to the research questions. He believed that such was one of the most appropriate methods to determine the respondents' perception on the different strategies in Araling Panlipunan 10 and their effectiveness in improving their skills, knowledge, and performance in the subject.
The researchers utilized a survey questionnaire to determine students' responses and perceptions. The survey was consisted of 2 parts: Students preference of teaching strategies in Araling Panlipunan 10 and their impression on the effectiveness of these strategies and activities.

RESULTS
The data were analyzed according to the three guiding research questions which focused on the effectiveness of the utilization of different teaching strategies and activities in Araling Panlipunan. Among the selected teaching activities and strategies, the most commonly used are power point presentation, culminating performance and role playing. Ninety percent believed that 3 A's (Act, Analyze and Apply) will develop their thinking skill and understanding while 43 or 86 percent of the respondents believed that DCAP-Deliberate, Conceive, Act and Perceive activities will improve their performance inside the classroom. It means that these strategies and activities promote the social and communications skills and exchange of ideas among students.

DISCUSSIONS
The findings of this study underscore the importance of teachers' consideration of the necessary skills, knowledge and habit of the student in preparing different strategies and activities that will develop higher level of understanding. They should be provided with different strategies and activities that will provide useful information. Furthermore, teachers must be equipped with enough knowledge and skills in the utilization of modern technology for 21st century learners.

Effectiveness of the Utilization of Different Teaching Strategies in Araling Panlipunan (Social Studies) as Perceived by Grade 10 Students in Taysan National High School

Larry Javina, Gladys Gizelle B. Borillo, & Joel D. Vergara, Department of Education

Abstract

INTRODUCTION

The essential principles of effective learning provide the foundations upon which to develop appropriate pedagogies that are creatively applied in ways which maximize opportunities and respond to 21st century demands. Effective teaching strategies will always be based on a thorough understanding of how students learn particularly in Araling Panlipunan. The present study aims to further clarify the efficacy and influence of the different strategies used by Araling Panlipunan teachers according to the learners' perception and impression.

METHODS

The researchers opted to utilize the descriptive method of research to be able to seek answers to the research questions. They believed that such was one of the most appropriate methods to determine the respondents' perception on the different strategies in Araling Panlipunan 10 and their effectiveness in improving their skills, knowledge, and performance in the subject. The researchers utilized a survey questionnaire to determine students' responses and perceptions. The survey was consisted of 2 parts: Students preference of teaching strategies in Araling Panlipunan 10 and their impression on the effectiveness of these strategies and activities.

RESULTS

The data were analyzed according to the three guiding research questions which focused on the effectiveness of the utilization of different teaching strategies and activities in Araling Panlipunan. Among the selected teaching activities and strategies, the most commonly used are power point presentation, culminating performance and role-playing. Ninety percent believed that 3 A's (Act, Analyze and Apply) will develop their thinking skill and understanding while 43 or 86 percent of the respondents believed that DCAP-Deliberate, Conceive, Act and Perceive activities will improve their performance inside the classroom. It means that these strategies and activities promote the social and communications skills and exchange of ideas among students.

DISCUSSIONS

The findings of this study underscore the importance of teachers' consideration of the necessary skills, knowledge and habit of the student in preparing different strategies and activities that will develop higher level of understanding. They should be provided with different strategies and activities that will provide useful information. Furthermore, teachers must be equipped with enough knowledge and skills in the utilization of modern technology for 21st century learners.

KEYWORDS: effectiveness of utilization, teaching strategies

SUBMISSION ID: R04A-BATANP-0997/R04A-BATANP-0998

Effectiveness of Trace-Copy-Recall Spelling Technique to the Spelling Skills of Grade 5 Pupils of Anas Elementary School

Ryan Sulivas, Chairperson, Department of Education – Quezon, 4th Congressional District Research Committee

Abstract

INTRODUCTION
The purpose of this study is embedded on the alarming condition of the decrease in periodical MPS of the Grade 5 pupils in English and Science subjects. Due to the misspelled answers in the exam of the pupils the researcher decided to be expeditious to look for a spelling technique and test its effectiveness. The researcher chose T-C-R as the spelling technique used for the pupils.

METHODS
The researcher utilized the descriptive - comparative method of research. The researcher compared the Mean and MPS of the pretest and post-test scores of the pupils. The study was only focused on the effectiveness of TCR in enhancing the spelling skills of Grade 5 pupils. To see the difference, the pretest and post-test were compared. The significant difference of the pretest and post-test was computed using the dependent t test. The data and information gathered were systematically checked, computed, tabulated and interpreted.

RESULTS
The study showed a very remarkable result. The process of tracing, copying and recalling helped a lot in establishing the spelling skills of the pupils. After the utilization of the intervention or spelling technique there was an increase in spelling performance of the pupils. The t -value of 12.53 and the critical level 2.12 made the researcher reject the null hypothesis which is significant at 0.05 level. This showed a significant improvement in the spelling performance of grade 5 pupils. This found out that T-C-R Spelling Technique is an effective and potent spelling technique in enhancing the spelling skill of the pupils.

DISCUSSIONS
Melding from what has been set from the 21st century education goals and objective, as English language teacher, we must bring out and develop lifelong skills to our pupils. TRC spelling technique has made a vital change in the performance of the pupils. This process allows pupils to understand better the spelling words in which they contribute to the development of their skill and have better personal perspectives of their learning. That is why written language and spelling skills are both important to impart, enhance and develop among our pupils.

KEYWORDS: Spelling technique, effectiveness, trace, copy, recall

Effectiveness of Using Crossword Puzzles in Enhancing Science Vocabulary among Grade Six Learners

Salvacion Lasig, Teacher

Abstract

INTRODUCTION

The teacher is one of the components that determine the success of education. During the process of learning, teachers should use the media of learning that make students more interactive so that the desired learning goal is achieved optimally. In improving the learners' achievement in teaching-learning process, teachers are in constant search of various educational activities and appropriate teaching strategies. It is essential that students become familiar with Science vocabulary to facilitate understanding of terminologies used in Science class. Students have traditionally been encouraged to learn terminologies by rote memorization and recall, strategies that students try to avoid. Hence, this study was conducted to test whether crossword puzzles might be an effective aid in enhancing Science vocabulary among grade six learners.

METHODS

The action the researcher utilized is the experimental design since its main purpose was to determine the effectiveness of crossword puzzles in enhancing Science vocabulary. The class with thirty-eight pupils was divided into two groups. They were taught the same lessons for seven weeks of the SY 2018-2019.

The control group was given the standardized type of evaluation at the end of each lesson while the experimental group was given specially designed crossword puzzles having the same Science terms. Tests were given before and after the intervention.

The results of the pretest and the posttest were compared to determine whether using crossword is effective or not.

RESULTS

The results showed that the posttest scores of the experimental group with the crossword puzzle intervention are remarkably better as compared to the control group. The experimental group obtained the MPS of 54.53, Mean of 27.26 and SD of 1.52 while the control group obtained the MPS of 49.47, Mean of 24.74 and SD of 2.96.

In the posttest, both groups improved in the post-intervention test but the students given the crossword puzzles had significantly better grades than the students in the control group.

The findings showed that students exposed to specially designed crossword puzzles showed better recall of terms than students who only used the traditional rote learning. This also supports the view that the use of crossword puzzles during a defined learning period is more effective than simple memorization of the terms and their definitions.

DISCUSSIONS

The crossword puzzles employed in this study were designed to meet the necessary motivational factors to improve the student's learning process and enhance the Science vocabulary. It can be concluded that the use of crossword puzzles could improve the students' active participation in the vocabulary teaching and learning process.

KEYWORDS: rote learning, media of learning, Science vocabulary

SUBMISSION ID: R04A-LIPAC1-0243

**Effectiveness of Using Manipulatives in Teaching 2fs for Kindergarten
of Ovidio S. Dela Rosa Elementary School S.Y. 2018-2019**

Arvin D. Armada, Department of Education - Cavite City

Abstract

INTRODUCTION

This research explores the factors that contribute to kinder teacher use of manipulatives in their instructional math lessons in 2Fs. Math manipulatives are physical objects that are designed to represent explicitly and concretely mathematical ideas that are abstract (Moyer, 2001). Math manipulatives have been around for years. George Cuisenaire (1891-1975), a Belgian educator, is famed for his development of the Cuisenaire Rods used today to help teach fraction concepts along with other math ideas; these were developed in the 1950's. Later on, many other math didactics came out of these ideas and lead to the Cuisenaire Math Manipulative Company. Today, there are many commercially made math manipulatives that fill the shelves in most school classrooms.

METHODS

The experimental method was utilized in this research to show the importance of manipulatives in teaching and how does it helps the pupils. The target population of the study is composed of 50 selected pupils in kinder of Ovidio S. dela Rosa Elementary School S.Y. 2018- 2019. Obtaining of information or data includes giving of pre and post-test to selected pupils and compare their result. The selected pupils were chosen because of their convenient accessibility and proximity to the researchers.

RESULTS

In the experimental group, majority of the pupil who can perform addition were females while majority of the pupils in the controlled group were males. In the experimental group, majority of the pupil who can perform subtraction were females while majority of the pupils in the controlled group were males.

DISCUSSIONS

Majority of the pupil in the experimental group can perform addition were males while both male and female in the controlled group. In addition, majority of the pupil who can perform subtraction were females while in the controlled group were male. The comparison of pre-test and post-test in the experimental group, the pupils who can perform subtraction improved by 36% because of the use of manipulatives in teaching subtraction. The study reveals the importance of manipulatives in teaching 2Fs of math and how helpful these manipulative in building concept with our pupils for their better understanding.

KEYWORDS: Mathematics, manipulatives, teaching, Kindergarten, Effectiveness

**Effectiveness of Using Manipulatives in Teaching 2Fs for Kindergarten
of Ovidio S. Dela Rosa Elementary School S.Y. 2018-2019**

Rocel G. Basa, Department of Education - Cavite City

Abstract

INTRODUCTION

This research explores the factors that contribute to kinder teacher use of manipulatives in their instructional math lessons in 2Fs. Math manipulatives are physical objects that are designed to represent explicitly and concretely mathematical ideas that are abstract (Moyer, 2001). Math manipulatives have been around for years. George Cuisenaire (1891-1975), a Belgian educator, is famed for his development of the Cuisenaire Rods used today to help teach fraction concepts along with other math ideas; these were developed in the 1950's. Later on, many other math didactics came out of these ideas and lead to the Cuisenaire Math Manipulative Company. Today, there are many commercially made math manipulatives that fill the shelves in most school classrooms.

METHODS

The experimental method was utilized in this research to show the importance of manipulatives in teaching and how does it help the pupils. The target population of the study is composed of 50 selected pupils in kinder of Ovidio S. dela Rosa Elementary School S.Y. 2018- 2019. Obtaining of information or data includes giving of pre and post-test to selected pupils and compare their result. The selected pupils were chosen because of their convenient accessibility and proximity to the researchers.

RESULTS

In the experimental group, majority of the pupils who can perform addition were females while majority of the pupils in the controlled group were males. In the experimental group, majority of the pupil who can perform subtraction were females while majority of the pupils in the controlled group were males.

DISCUSSIONS

Majority of the pupil in the experimental group can perform addition were males while both male and females in the controlled group. In addition, majority of the pupil who can perform subtraction were females while in the controlled group were males. The comparison of pre-test and post-test in the experimental group, the pupils who can perform subtraction improved by 36% because of the use of manipulatives in teaching subtraction. The study reveals the importance of manipulatives in teaching 2Fs of math and how helpful these manipulative in building concept with our pupils for their better understanding.

KEYWORDS: Mathematics, manipulatives, teaching, Kindergarten, Effectiveness

**Effectiveness of Using Manipulatives in Teaching 2Fs for Kindergarten
of Ovidio S. Dela Rosa Elementary School S.Y. 2018-2019**

Maria Teressa F. Golfo, Department of Education - Cavite City

Abstract

INTRODUCTION

This research explores the factors that contribute to kinder teacher use of manipulatives in their instructional math lessons in 2Fs. Math manipulatives are physical objects that are designed to represent explicitly and concretely mathematical ideas that are abstract (Moyer, 2001). Math manipulatives have been around for years. George Cuisenaire (1891-1975), a Belgian educator, is famed for his development of the Cuisenaire Rods used today to help teach fraction concepts along with other math ideas; these were developed in the 1950's. Later on, many other math didactics came out of these ideas and lead to the Cuisenaire Math Manipulative Company. Today, there are many commercially made math manipulatives that fill the shelves in most school classrooms.

METHODS

The experimental method was utilized in this research to show the importance of manipulatives in teaching and how does it help the pupils. The target population of the study is composed of 50 selected pupils in kinder of Ovidio S. dela Rosa Elementary School S.Y. 2018- 2019. Obtaining of information or data includes giving of pre and post-test to selected pupils and compare their result. The selected pupils were chosen because of their convenient accessibility and proximity to the researchers.

RESULTS

In the experimental group, majority of the pupil who can perform addition were females while majority of the pupils in the controlled group were males. In the experimental group, majority of the pupil who can perform subtraction were females while majority of the pupils in the controlled group were males.

DISCUSSIONS

Majority of the pupil in the experimental group can perform addition were males while both males and females in the controlled group. In addition, majority of the pupil who can perform subtraction were females while in the controlled group were males. The comparison of pre-test and post-test in the experimental group, the pupils who can perform subtraction improved by 36% because of the use of manipulatives in teaching subtraction. The study reveals the importance of manipulatives in teaching 2Fs of math and how helpful these manipulative in building concept with our pupils for their better understanding.

KEYWORDS: Mathematics, manipulatives, teaching, Kindergarten, Effectiveness

Effectiveness of Using Marungko Approach as Reading Intervention Material for Beginning and Struggling Readers in Grades 1 and 3

Jennifer Pagcaliwagan, Department of Education - Batangas

Abstract

INTRODUCTION
Every Child A Redear Program (ECARP) is a national program that addresses the thrust of Department of Education (Department of Education) to make every child a reader at his/ her grade level. (Enclosure to Department of Education Order # 70 s. 20011). Reading is so complex that it requires the synthesis of factors such as skills, abilities, experiences and many types of knowledge. Difficulties in any of these areas can impede reading development. Among the popular approaches was the Marungko Approach in reading where letters were taught according to the most common and familiar letter for the children. For this school year 2016-2017, the researchers were able to assess pupils who are categorized as beginning readers based from the result of SREA. Pupils who have difficulty in reading thus categorized as Struggling Readers, were assessed during the District Oral Reading Test. The necessity to make the pupils identified as beginning and struggling readers evolve as readers and their own respective grade level prompted the teachers to conduct this study. Since the teachers have been using Marungko for BEC curriculum for its 8-week ECE, its effectiveness to K to 12 learners will be assessed as an intervention material for reading

METHODS
Since this study will employ qualitative phenomenological research, questionnaire will not be used. As this is a qualitative analysis of narrative data, methods to analyze its data must be quite different from more traditional or quantitative methods of research.

RESULTS
As revealed by the study home plays a significant role in the reading success of the pupils. Reinforcement from the family serve as a driving force for the pupils to achieve their goal to read. Reading Intervention material is effective through intensive reading remediation program. More so, the behavior of the pupils plays a vital role in the success of the program. One should learn to read and read to learn and discover new things and widen his horizons.

DISCUSSIONS
Before the school year begins, entering Grade one pupils took the School Readiness Assessment Test wherein one of its domains is the Reading readiness. Under this domain there are 10 items that will assess their reading ability. These 6 pupils were categorized as Beginning Readers. To address the cause of the reading difficulties of the beginning readers and struggling reader further interviews were conducted. Manifested on the interviews done were the reasons why these pupils have zero or almost none background in reading.

KEYWORDS: Marungko Approach, reading, phoneme,

SUBMISSION ID: R04A-BATANP-2179

Effectiveness of Using Module in Learning Algebra among Grade 9 learners: Basis for Remediation Program

Zindy Tomas, Bendita National High School/ Department of Education

Abstract

INTRODUCTION
This research analyzed the effectiveness of the module on learning algebra among Grade 9 learners of Bendita National High School as basis for remediation program. This study specifically tried to determine the significant difference that existed between the pre-test results in algebra between the experimental and control groups and the significant difference existed between the post-test results in algebra between the experimental and control groups.

METHODS
The correlation-quantitative research was conducted among the seventy-six Grade 9 learners of Bendita National High School, Magallanes, Cavite for the School Year 2017-2018. Frequency distribution, percentage and mean were computed to describe the level of effectiveness of mathematics module in learning algebra among the respondents. Inferential statistics were employed to determine any significant difference and relationship between the variables. Analysis of the different variables was done using the test statistics.

RESULTS
The pretest results in the module in Algebra for experimental and control groups, the mean difference were 0.07 described as heterogeneous. The computed value was .07 > 2.00 at .05 level of significance in terms of significant difference between pretest results on the module in Algebra for experimental and control groups and their level of academic achievement. The null hypothesis was accepted as to pretest results for experimental and control groups and their level of academic achievement. The computed value was 2.53>.07 at 0.05 level of significance in terms of significant difference between posttest results for experimental and control groups and their level of academic achievement. The null hypothesis was rejected in terms of posttest results on the module in algebra for experimental and control groups. There was no significant difference between the pretest and posttest results of the experimental and control groups upon revealing that students in both groups have gained in the learning process.

DISCUSSIONS
Based on findings, before the experiment the experimental group and the control group need to be equated on their performance to make sure that the result can really be attributed to the treatment. The posttest results in math should be used as a guide for teachers to understand student's algebraic reasoning and development. Math module should be used because it would address the cognitive, affective and psychomotor skills better than the usual teaching methods.

KEYWORDS: Mathematics, Remediation

SUBMISSION ID: R04A-CAVITP-0284

Effectiveness of Using Multimedia in Enhancing the Teaching-Learning Process of Teachers and Pupils (A Classroom Action Research for the Teachers and Pupils of Subic Elementary School)

Teodora De Sagun, Department of Education

Abstract

INTRODUCTION

The focus of this study was the Effectiveness of Using Multimedia in Enhancing the Teaching- Learning Process of Teachers and Pupils. Since quality education was what we always wanted to achieve in our teaching-learning situations inside the classroom, we as teachers had utilized different techniques, strategies and approaches but still we failed. One of the factors affecting the low achievement level of the pupils is the inadequacy of instructional materials that the teachers used in facilitating the lessons.

METHODS

The descriptive qualitative method of research was employed to determine the usefulness of multimedia in instruction. Thirty (30 %) percent of the total population of Grade V and VI pupils and twelve (12) teachers- teaching in Grade V and VI were the respondents. The study used questionnaire as the main instrument in gathering data. It was supplemented by documentary analysis and unstructured interview.

RESULTS

The teachers were open-minded to use multimedia as an instruction tools that encouraged the pupils on importance and benefits that gained from it. Based on the gathering and analysis of the results, the effects of multimedia in teaching- learning process were (1) lessons presented through power point were suited to the abilities of the pupils, (2) effective instructional tool ensured active participation and contributed to improve the learners' achievement level, (4) the learners shared to their parents the lessons that they've learned and they were familiar in using multimedia.

Based on the data gathered from Grade V pupils' third and fourth periodic tests results, the researcher found out an increase to five (5) learning areas: 1% in Filipino, 0.8% in English, 0.4% in Mathematics, 1.3% in Science and Health and 1.2% In MAKABAYAN that noted effectiveness of using multimedia in the realization of the target in improving their academic performance while the grade VI pupils' periodic test results showed an increase performance level: 0.7% in English, 0.8% in Mathematics, 1.1% in Science and Health and 0.8% in MAKABAYAN noted that the strategies used by the teachers were effectively utilized.

DISCUSSIONS

It was evident that the results of this study helped the pupils' performance in all learning areas. Nevertheless, the research served as reference among intermediate pupils to constantly re-evaluate their performance level in using multimedia and the extent of their learnings through these tools.

KEYWORDS: multimedia, effectiveness

SUBMISSION ID: R04A-BATANP-1496

Effectiveness of Using Multi-Media Resources in Teaching Fundamental Folk Dance Steps and Positions in Famy National High School

Maria Yvon Co, Famy National High School

Abstract

INTRODUCTION
This study determined the level of effectiveness of using multi-media resources in teaching fundamental folk dance position and steps among selected students in Famy National High School. The study described the profile of the students in terms of age, sex, highest educational attainment of parents, and their level of learning interest as the teacher use the multi-media resources. The multi-media resources were evaluated by MAPEH teachers in Famy-Mabitac District in terms of objectives, content, and evaluation.

METHODS
The descriptive method was also used in the study to illustrate the profile of the students and their learning interest as the teachers used the multi-media resources in teaching the basic folk dance positions and steps. As the researcher determine the improvement in the pre and post assessment in the dance skills of the students, the quasi-experimental design is most useful in the context of the study. In outcome evaluation or impact assessment, the researcher devises a way of measuring the outcome and study the impact of the program on the outcome measure.

RESULTS
The students became interested in learning the Philippine folk dance as the teacher used the multi-media resources. MAPEH teachers found the objectives and content of multi-media resources effective and its evaluation as highly effective and can be used in teaching fundamental folk dance steps and positions. Students in the experimental group showed an increase in their performance from proficient level to advanced level while the control group showed an increased in dance positions from beginning to proficient and both beginning in dance steps positions.

DISCUSSIONS
The use of supplementary instructional materials is viable approach that may motivate students to improve their performance in their dance. Teachers are highly encouraged to develop and implement multi-media resources in teaching physical education. Create new approaches towards teaching through intensive training that concerns computer literacy; the administrative support to teachers may strengthen the integration of technology to enhance their skills in computer. As multi-media focus on the development of the dance skills of the students in Philippine folk dance, visual demonstrations are important in learning skills and techniques. It is suggested that MAPEH teachers use them for illustrations and show graphic detailed steps and highlights the material which allow students to master the necessary steps and footwork in less instructional time.

KEYWORDS: Multi-Media, Philippine Folk Dance, Dance Steps and Positions

Effectiveness of Using Multi-Media Resources in Teaching Reading Comprehension of Grade Six Pupils at Manggas-Tamak Elementary School

Mary Jane Saberola, Manggas-Tamak Elem. School, Padre Garcia

Abstract

INTRODUCTION
Reading is a complex process which includes the ability to read real words in isolation or in context with comprehension. In order to gain knowledge in primary, secondary, and postsecondary classes, reading is necessary. Students need to be able to comprehend text in many different content areas. Students need the ability to construct meaning from written language by manipulating, constructing, and translating text. In this study, we aimed to describe the effectiveness of using multi-media resources in teaching reading comprehension among grade six pupils, the range of the use and the difficulties that might be encountered in the application of this tool.

METHODS
This action research is purely descriptive in nature which uses pre/post-test results to determine the use of multi-media resources as instructional tool for teaching reading comprehension in grade six pupils. The descriptive method of research was applied using teacher made test to determine the performance of pupils.

RESULTS
Teaching reading comprehension among grade six pupils get more interactive with the use of multi-media resources. Pupils are motivated to participate during the presentation of the lesson through the different graphics, animations and videos presented on the screen. The application permits the pupils to apply the knowledge that they gained in the whole duration of the topic. They submit easily on the tasks given to them.

DISCUSSIONS
The results of this study revealed the need for teachers to incorporate the use of multi-media resources in conducting lessons and to provide supplementary activities such as games, simulations and groupings to raise the level of academic achievement of grade six pupils' comprehension, and to have a higher level of mastery in teaching the competency-based skills of grade six pupils.

KEYWORDS: MULTI-MEDIA

SUBMISSION ID: R04A-BATANP-0423

Effectiveness of Using Picture Narratives on Local Stories of San Juan, Batangas for Kindergarten Pupils

Juliean Caspe, SJEDTPA

Abstract

INTRODUCTION

This study was concerned with the effectiveness of using localized material in developing comprehension skills. The study considered the effectiveness of using picture narratives on local stories of San Juan, Batangas; identified which medium of instruction is effective in using picture narratives; determined the level of acceptance in terms of acceptability, comprehensibility, attractiveness and self-involvement.

METHODS

There were ninety-seven (97) kindergarten pupils of San Juan East Central School who served as the main respondents of the study while the twenty (20) teachers assessed the level of acceptability of the picture narratives on local stories. The researcher used picture narratives on local stories and a set of questionnaire as research instrument of the study. The researcher made local stories are about San Juan, Batangas such as local heritage, beaches, festival, famous products and religiousness of the San JuaneÃ±os.

The local stories were used as bases for the indigenization and localization of material in response to the call of RA 10533 of indigenizing and localizing the curriculum and producing and developing locally-produced learning materials.

RESULTS

The findings revealed that the pretest and posttest scores of experimental group were consistently higher when they used picture narratives on local stories. The use of Tagalog as medium of instruction is more effective in using picture narratives. Thus, the level of acceptability of the picture narratives on local stories showed that the material is highly acceptable in terms of acceptability with a WAM of 3.89, comprehensibility with a WAM of 3.90, attractiveness with a WAM of 3.79 and self-involvement with a WAM of 3.86.

DISCUSSIONS

Based on the findings and conclusions, the following recommendations were formulated: for school administrators to introduce the use of picture narratives on local stories as learning aid which can develop comprehension ability of the pupils; for coordinators to advise kindergarten teachers to encourage pupils in gaining literary appreciation through picture narratives; for kindergarten teachers to use the picture narratives on local stories in developing comprehension skills of the pupils in story time or remedial classes and for the future researchers should be carried out for different grade level to investigate the effectiveness of picture narratives on local stories in developing comprehension.

KEYWORDS: indigenization, localization, local stories, picture narratives

Effectiveness of Using Strategic Intervention Materials (SIM) and Academic Performance in Science Grade 5

Marlyn L. Asis, Department of Education

Abstract

INTRODUCTION
Science allows learners to explore their world and discover new things. It is also an active subject, containing activities such as hands-on- labs and experiments. This makes science well-suited to active younger children. Science is an important part of the foundation for education for all children. (Jessica Cook, eHow)

But in real situation Science subject has not given priority when it comes to instructional supervision. In the latest annual MPS results shows that the average is low among academic learning areas. The researcher utilizes SIM to address the gap in science. This study is very important and timely especially teachers are in the millennial generation in which everything is constant. "Early experiences in science help children develop problem-solving skills and motivate them toward a lifelong interest in the natural world."

METHODS
The researcher utilized the descriptive research design to measure effectiveness of SIM in teaching Science V. It also contracts on the respondents' socio-demographic profile in terms of religion affiliation, age, gender, parent's highest educational attainment, size of the family, nutritional status and monthly income of the family (and other resources).

RESULTS
The items in the test were examined and the striving/fine-tuning indices were taken to shed the item. Items that were not within the range of 0.2 to 0.8 difficulty index and 0.3 to 0.8 discrimination index were discarded and items drop within the propose limit were taken. Furthermore, the validated test was finalized and a pilot pretest and posttest were administered to the respondents before the actual experiments. The respondents were exposed to the use of teaching & learning in a traditional way while the other used the Strategic Intervention Materials approach. After the administration of Pre/Posttest, the result was 76.15 from 72.89 which is above the standard of the Department of Education. Moreover, the utilization of SIM in science 5 was effective.

DISCUSSIONS
In a core of understanding, the strategic intervention materials confirmed alignment of activities with the tasks and objectives, provided a variety of activities to address the diverse learning styles; and lastly focus on the least learned competencies, in which SIM is easy to understand and duplicate. Furthermore, based on the results, teachers utilized SIM in science have a great impact to the learners academic performance. It increased the average MPS from 72.89 to 76.15 and learners became active in learning process

KEYWORDS: Strategic, Intervention, Descriptive, Alignment and Effectiveness

SUBMISSION ID: R013-SURSUR-0016

Effectiveness of Using Video Clips in Teaching Grade Six Mathematics

Melody Perez, Teacher

Abstract

INTRODUCTION

Schools today are rapidly adapting technology like computers, tablets, laptops, smart phones, and internet technologies. This fast-changing technology really made a disparity in the way schools are delivering knowledge to the students. In spite of this innovation, some stakeholders do not fully understand how this instructional investment can affect the performance of the learners. Technology nowadays is common among schools, offices, and to every individual, as this supports learning and helps in developing knowledge, wherein, integration is the use of technology to enhance, reiterate, present, and assess how students understand the syllabus or the program.

On the other hand, videotape recorders can be used in a number of different ways to enhance teaching and learning in both large groups and small groups.

Similarly, the use of videos in class had the advantage of enabling students to have repeated exposure to the subject matter. The utilization of video clips has unique features that make it an important medium for mathematics learning, most especially in elementary interface.

METHODS

The researcher used the descriptive and quantitative method of research in gathering data and information on the effectiveness of using video clips in teaching Grade VI Mathematics for school year 2018-2019 a researcher-made questionnaire and test, as data gathering instruments.

RESULTS

It is evident that video should be used more frequently in Mathematics teaching and learning.

It is clear that video assists in the connection of component pieces of understanding into a whole. Students like to see real people in real situations they can relate to. The selection of appropriate video clips and methodology for their display within the teaching materials represents an important issue for curriculum design, leading to positive learning outcomes.

DISCUSSIONS

Teaching Mathematics in public elementary schools require strategies to achieve positive results. Since many factors affect the learning capabilities of the pupils. Today's learners experience different technologies in their everyday lives which should also be adapted by the teachers to improve the learning experience inside the classroom. The results of the study will lead to an enhancement program to Mathematics instruction in Grade 6. The academic research will determine the effectiveness of the video clips and will create a program to further develop pupils' engagement in Mathematics.

KEYWORDS: video clips, effectiveness, teaching

SUBMISSION ID: R04A-BATANP-1050

Effectiveness of Utilization of E - Classroom in Teaching Mathematics 6 in Sto. Toribio Elementary School North District

Marilyn De Castro, Department of Education

Abstract

INTRODUCTION
In Sto. Toribio Elementary school, pupils were not able to reach the mastery level of 75% in their mean percentage scores in Mathematics in school year 2011 - 2012 and 2012 - 2013. Thus, it affected the over-all performance of the Grade Six pupils in the said school year. Since using E - Classroom is asserted as an effective tool to improve the performance of the pupils, the researcher conducted a study that aims to identify the Effectiveness of Utilization of E - Classroom in Teaching Mathematics 6 as perceived by the teachers of Sto. Toribio Elementary School North District.

METHODS
The study used the experimental group pretest - posttest design for the respondent. The data with regard to the effectiveness of utilization of e - classroom in teaching the least learned skills in Mathematics 6 in Sto. Toribio Elementary School were derived through the analysis of the result of the pretest and posttest. After taking the pretest, the researcher divided the respondents into two groups experimental and controlled. In controlled group the researcher used traditional method and the e - classroom on experimental group. Both groups were assessed with the same test during the post test.

RESULTS
It is therefore concluded that Utilization of E- Classroom in teaching Mathematics lessons is effective in achieving higher level performance in the National Achievement Test. Thus, it is recommended that it must be used in teaching other learning areas.

DISCUSSIONS
Since the used of e classroom is effective according to the result of the study the researcher recommend all teacher used E - Classroom in teaching Mathematics .The School Head and stakeholders should focus on adding E - Classroom in school to benefit all pupils.

KEYWORDS: E - Classroom, Effectiveness, Utilization

SUBMISSION ID: R04A-LIPAC1-0231

Effectiveness of Utilizing Flashcards in Teaching Mathematics of Grade Five Pupils

Maurita De Guzman, Department of Education

Abstract

INTRODUCTION

The researcher aims to measure the effectiveness of utilizing flashcards in teaching Mathematics in Talaga Elementary School. Mental alertness and speed will be identified. There is a problem among Grade Five pupils in answering mental skills of mathematical equation or sentences. This may cause the tendency of low performance in solving mathematical problems. This study is intended to measure and identify the effectiveness of utilizing flashcards in teaching Mathematics and will address the problem or barriers to more complicated mental numeracy concerns and issues.

METHODS

Using the descriptive type of questionnaire, simulation, interviews among pupils and observation, the effectiveness of utilizing flashcards in teaching Mathematics has been revealed.

RESULTS

The researcher finds that flashcards may also be used at home for practices, drills, review and even at playing of peer groups. It is effective to the mastery of the pupils and for enhancing and developing their mental skills and alertness. Flashing cards like addition, subtraction, multiplication and division equation or number sentence gives great motivation to pupils in rendering their focus and attention. The effectiveness of flashcards is through the collaboration between the teacher and the pupil and how it is used for better learning performance and enhancement.

DISCUSSIONS

The study discusses that teachers need to look at possible areas of improvement of the pedagogy of Mathematics that can help motivate and inspire students to learn the basics of Mathematics. Flashcards are used to arouse the interest of the pupils and awake the mental alertness of the pupils. The following recommendations are suggested 1) promote the effectiveness of utilizing flashcards to co-teachers 2) teachers should always encourage pupils to practice flashcards at home for enrichment3) encourage pupils to make their own personal-made and attractive flashcards so they can always do the memorization of facts in Mathematics such as multiplication tables, addition and subtraction facts and more 4) discuss the importance of utilizing flashcards as a teaching strategy in teaching Mathematics 5) communicate with the parents for updates of learning development that gain in using flashcards as a routine instructional materials.

KEYWORDS: effectiveness, utilizing, flashcards, teaching

Effectiveness of Utilizing Multimedia in Learning English among the Selected Grade 10 Students of San Pablo City National High School S.Y. 2018-2019

Allyanah Solis, John Paul Carandang, & Krisha Mara Alcayde, San Pablo City National High School

(Adviser: Luningning Adarna)

Abstract

INTRODUCTION

English plays a significant role in many developing countries. In the Philippines, students are required to learn English from primary school to university levels. However, the country could introduce changes to the system by adopting a wider array of learning platforms with the use of technology little by little. In this study, the researchers investigate the effectiveness of utilizing multimedia in learning English.

METHODS

The researchers utilized the descriptive-correlational method of research and questionnaires to gather data. The respondents of the study were eighty-five (85) selected Grade 10 students from random sampling. The frequency distribution, percentage, and mean were applied to describe the information from the profile of the respondents as well as to the discernment of the respondents. In order to classify the relationship of dependent variable the independent variable, the Pearson Product Moment-Correlation Coefficient was employed.

RESULTS

The selected Grade 10 students who participated in the study demonstrated that the age of the respondents included in the personal profile has a significant effect to the study with the p-value of 0.014. On the other hand, the school related factor revealed that multimedia is the only variable that was significant to the study with the p-value of 0.001. Based on the findings, respondent's profile and school related factors showed significant relationship to the student's academic performance, thus the first and second null hypotheses are partially accepted.

DISCUSSIONS

Respondent's profile such as age was significantly related to the student's academic performance. School related factors such as multimedia is significantly related to the student's academic performance.

KEYWORDS: effectiveness, multimedia, learning English

SUBMISSION ID: R04A-SANPAB-0055

Effectiveness of Utilizing Visuals and Displays in Teaching Kindergarten at Subay Elementary School

Ma. Kristine Cerda, Subay Elementary School

Abstract

INTRODUCTION

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. Primary education is critical in the development of children. Not only does education develop important intellectual and social skills, education breaks down socioeconomic barriers and creates opportunities for children who would otherwise lack them.

Early childhood education is one of the essential steps in the ladder of formal education system in the Philippines. It provides a healthful transition from home to school as pupils are introduces to elementary education.

Anent to this, utilization of visuals and displays in teaching kindergarten as teaching aids and instructional materials is an effective method in enhancing the learning abilities of the pupils, but it depends on the quality of the instructional material.

METHODS

During the research period, the teacher conducted interviews with his/her learners, made observations, and kept notes on the learners. The teacher began to target certain learners who didn't participate/interact during their class, ensuring they received additional instruction during the week. Additionally, he/she used the data collected as a gage for future teaching. From this data, teacher made records of what strategies worked well and which learners enjoyed certain activities. During the visual representation of this data. This study helped the teacher to visually see what kind of progress he/she was making toward his/her goal.

RESULTS

The study is a descriptive one because it describes the level of effectiveness of the utilization of visual aids and display in teaching Kindergarten pupils based on the perception of the teachers utilizing a questionnaire-checklist. The nature of the study involves the gathering and interpreting of detailed information to be used as a basis for the assessment on the utilization of visual aids,

DISCUSSIONS

In the light of the findings, the following recommendations are hereby offered: Pupils should be exposed to varied visuals and displays to help them improve their scholastic performance. Visual aid displays should be continuously given to pupils for better teaching- learning process. School should provide modern technology instructional materials for better teaching-learning process and to encourage its utilization. The proposed action plan is recommended for implementation. Future studies on the influence of visual aid displays on the academic performance may be conducted considering other variables.

KEYWORDS: effective, relevant, appropriate

Effectiveness of Video Lessons on the Reading Comprehension Skills of Grade Five Pupils in Macamot Elementary School

Bernadette Alejo, Department of Education

Abstract

INTRODUCTION

Department of Education enforced the policy "Every Child a Reader". It is expected that no pupil will be promoted to the next grade unless literacy skills in a particular grade level have been developed. Many teachers still struggle to come up with effective ways to actually improve reading comprehension in the classroom. Since reading is being taught using varied strategies suited to the learning styles and interest of the pupils, teachers have to employ different approaches for pupils to comprehend easily. The presence of today's technology is being implemented in teaching reading to develop pupil's comprehension skills such as using video lessons. Thus, this research aimed to determine the effectiveness of video lessons on the reading comprehension skills of grade five pupils in Macamot Elementary School.

METHODS

Experimental research method utilizing matched grouped design was employed. The study considered two groups of respondents. The control group was exposed to traditional approach in teaching reading while the experimental group was exposed to video lessons in teaching the same subject. During the session, the teacher utilized the same number of hours as well as the same number of meetings for the subject. Pretest and posttest were used as an instrument in determining the reading comprehension skills of the pupils with respect to noting details, predicting outcomes, cause and effect relationship and sequencing events.

RESULTS

The study revealed that, there was an equal number of male and female respondents. Most of them belong to low income families with average academic performance. The experimental and control group obtained fair performance in the pretest in all tested skills while in the posttest, the experimental group obtained Very Good performance in all skills after exposure to video lessons. On the other hand, the control group obtained Good performance.

DISCUSSIONS

Based on the findings, the study concluded that pupils exposed to the utilization of video lessons have better reading comprehension skills than those pupils who were taught utilizing the traditional method of teaching. Thus, it is recommended that pupils should be exposed to more technology based instructional materials. Teachers should employ varied approaches and strategies to improve the pupil's reading comprehension skills. The proposed school in-service training is recommended for implementation. Similar studies maybe conducted considering other variables.

SUBMISSION ID: R04A-RIZALP-0210

Effectiveness of Worksheets in Reading through Noting Details of Grade Three Pupils of   Parian Elementary School S.Y. 2018- 2019

Candy Rose Blasoto & Myra Manzanero, Department of Education - Calamba City

Abstract

INTRODUCTION

Increasing reading comprehension is a vital skill to improve general reading skills. It has been an observation that many pupils are not equipped with the basic reading skills such as noting details and sequencing events in the sense that they cannot study independently and effectively. The same problem was revealed by the Grade III pupils of Parian Elementary School as observed by the researchers. In view of this, the researchers were motivated to conduct a study on the effectiveness of worksheets in reading through noting details in improving their reading comprehension skills.

METHODS

The methods used by the researchers is descriptive though progressive data collection. It helped the researchers to evaluate the effectiveness of worksheets in improving the reading comprehension of the Grade III pupils of Parian Elementary School. The researchers worked on the role of worksheets in improving the reading comprehension of the Grade Three pupils. The participants were the 227 pupils and 6 teachers. The quantitative data was gathered using a survey questionnaire.

RESULTS

The quantitative findings of the study established the effectiveness of worksheets in improving the reading comprehension of pupils. Based on the results of the Philippine Informal Reading Inventory (PHIL-IRI) and the Group Screening Test (GST), pupil's reading performance in Filipino has improved. The data shows that from 73 pupils who obtained less than 14, it decreased to 18 during the post-test. The number of pupils who got 14 below score in the GST shows that from 155 it increased to 210 or 92.1%. Academic performance of pupils who undergo the program was increased as shown in their periodical test results and general average.

DISCUSSIONS

The result demonstrates the importance of reading skills and how it affects the academic performance of the pupils in school. Effective worksheets are important because it is also a technique and the instructional material that the teacher use. With the help of teachers and the effective worksheets in reading, the level of performance of the pupils, teachers and the school will increase which helps to achieve quality education.

KEYWORDS: effectiveness, comprehension, worksheets, noting details

SUBMISSION ID: R04A-CALAMB-0167

Effectiveness on the Use of Interactive Instructional Materials in Teaching Science for Intermediate Pupils

Leizl R. Alcantara, Marilou C. Chavez, & Melanie Ballesteros, Department of Education - Calamba Latian ES

Abstract

INTRODUCTION
Interactive learning is a kind of learning process which used multimedia as a platform to distribute knowledge and information in an easy and interactive way. Nowadays, teachers usually use traditional method and material in their learning process. Relatively, teaching the millennials serve as a challenge to all teachers specifically on how certain processes and information will be imbibed and absorbed by the students. Several factors have affected the way the students perceived the lessons taught by the teachers. One of these is the inability of the teachers to make use of strategies that suit the needs of the learners who are considered millennials.

METHODS
The study utilized the use of Quasi-experimental research design. The select pupils of the intermediate levels chosen purposively became the respondents of the study. Teacher-made tests (pre-test and post-test) were made in order to determine the effectiveness of the proposed materials. The data gathered from the respondents were treated statistically using the arithmetic mean, standard deviation and T-test.

RESULTS
A satisfactory level of performance in the pre-test was shown by the students from Group 1 (M=17.07, SD=3.416) and Group 2 (M=17.30, SD=4.310) while the students from Group 3 showed a fair level of performance (M=12.80, SD=4.330). An outstanding performance was obtained by the experimental group 1 in the post-test with the mean of 32. 88 while experimental groups 2 and 3 had a very satisfactory performance as manifested with the mean of 26.00 and 27.29. The significant difference was noted on the students' level of performance, based on their pre-test scores based on the computed F-value of 17.893. Significant differences exist on the students' level of performance in the post- test were noted based on the computed value of 38.294. Lastly, significant difference was noted on the pre-test and post-test scores of the students in the experimental group 1 (t=-13.670, p=0.000), experimental group 2 (t=-14.274, p=0.000), experimental group 3 (t = -30.122, p=0.000).

DISCUSSIONS
The results imply that the respondents performed differently based on their exposure to the materials prepared by the researchers. This can be a basis for improving the existing programs that can be used for the students in order to improve their knowledge and capabilities.

KEYWORDS: Interactive materials, learning, assessment

SUBMISSION ID: R04A-CALAMB-0396

Effectiveness Using Strategic Intervention Material (SIM) in Teaching Mathematics for the Selected Grade Five Pupils of David P. Jimenez Elementary School

Cindy B. Hernandez, Elenor Guiang, & Lorenza C Jornales, David P. Jimenez Elementary School

Abstract

INTRODUCTION
One of the major problems of a Mathematics teacher inside the classroom is the poor performance of her pupils in performing basic multiplication facts. The study of Mathematics is very crucial not only for the foundation of basic computational skills but also for developing abstract and critical thinking. Strategic Intervention Material (SIM) is used as a tool to improve students' performance specially the least mastered skills in the selected subject or learning area in K to 12 basic education curricula, determines how those schools achieved their performance levels. SIM is the process of giving interventions to improve the performances of the students. SIM can help you improve identified areas, teaching strategies or processes for pupil's performance improvement.

METHODS
The researchers selected the pupils using the non-random or purposive sampling technique based on their academic achievement. This study used pre-test/post-test pre-experimental design. This study is composed of 30 Grade Five pupils currently enrolled at David P. Jimenez Elementary School. All pupils demonstrated deficits in accuracy and fluency for basic multiplication facts.

RESULTS
The findings suggest that there is significant difference on the academic performance of the grade five pupils after the intervention (SIM) was used based on the pre-test and post-test given. Also, it shows the positive results of pupils in performing basic multiplication facts. Most of the pupils show different ways on how to deal with the lesson positively and they showed interested in dealing with the lessons.

DISCUSSIONS
The results shows that nowadays, Strategic Intervention Material (SIM) will help improve the academic performance of pupils in mathematics. It positively shows that pupil will do better in math in any discussion if there are different SIM used by the teacher in presenting different lessons.

KEYWORDS: Strategic Intervention Materials (SIM), Pre-Experimental Method, Grade Five Pupils, David P. Jimenez Elementary School

Effectivity of Modular Instructions in the Performance of Grade 10 Students in Home Economics of Bulihan Natonal High School: Basis for Skills Enhancement Program

Gemma Mendoza, BNHS

(Adviser: Gemma Mendoza)

Abstract

INTRODUCTION

This study aimed to identify the effectivity of modular instruction in the performance of G10 Students in Home Economics of Bulihan National High School. It also explained whether there is any difference between using modular and its achievement level of the students from the experimental group vis-a-vis those who were taught using traditional teaching.

METHODS

The experimental method of research was used in this study. It uses modular instruction to two groups of students. One is identified as the experimental group whose learners are subject to modular instruction approach, and the control group, whose learners shall be subjected to traditional teaching methods not using any modular approach.

RESULTS

Modular Instruction is a better pedagogical approach in the teaching-learning process in Home Economics that can enhance the delivery of learning than the conventional lecture-discussion method. The Modular Instruction method also contributed significantly in the improvement of the academic performance of students of Home Economics, in comparison to those students who were taught using the traditional teaching methods.

DISCUSSIONS

The results demonstrate the effectiveness of using modular approach in teaching Home Economics to students, in addition to traditional teaching methods, wherein the teachers themselves are knowledgeable and skilled in teaching the subject to their students. They can also develop their skills inasmuch as their students due to the continuous learning process in teaching.

KEYWORDS: HOME ECONOMICS, MODULAR, TEACHING, STUDENTS, HIGH SCHOOL

Effectivity of Remedial Reading Program to the Reading Ability and Comprehension of Grade Four Pupils of Tanauan North Central School

Apolonia Blanca Gregorio & Jennifer Matalubos, Tanauan North Central School Teaching Personnel

Abstract

INTRODUCTION
One of the remarkable steps towards educational success is to determine the reading ability of the elementary grade pupils. Since reading is a tool subject and the language of most of the text was written in English, success will be at a distant and failure will be at hand when the poor and slow readers reach the secondary schools and more so the tertiary level. Poor English communications skills would probably the end result of this scenario. This research study is an approach in which test the effectivity of remedial reading program to the reading ability and comprehension of Grade Four pupils of Tanauan North Central School.

METHODS
The researchers utilized the descriptive-survey and analytical methods of research. The data gathering instrument is the questionnaire in the form of Survey Powered Face survey questionnaires. Samples from the population of Elementary Pupils shall be employed using the stratified random sampling procedure in order to have proportionate representation.

RESULTS
There is positive perception of the TNCS community in the remedial reading program. The reading levels of the Grade IV pupils before the implementation of the remedial reading program were under the frustration reading level of the pupils. The respondents know that reading programs exist to address problems in the reading and comprehension level of pupils, the data arrived to the conclusion that the respondents must know the particularities of having a consistent reading program. This included the actual procedure, and hands-on activities provided for.

DISCUSSIONS
Pre-test and post-test oral reading were given to the pupils to validate the submitted PHIL-IRI reports of their advisers and to know the reading and comprehension level as frustration, instructional and independent level. Various reading programs were specified to address the needs of the pupils who did not meet the instructional and independent level of reading and comprehension like Buddy-buddy Approach, Book Fair, Read-A-Loud, Think-Pair and Share and other related activities.

KEYWORDS: Remedial Reading Program, Reading Comprehension, Reading Ability

SUBMISSION ID: R04A-TANAUA-0114

Effectivity of Stress Management to the Academic Performance of Grade 11 ABM Students

Marilou Cabisas, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION
Stress nowadays has become a part of the life in every individual. Now there were a lot of stress management programs that were given and are available. This study was done to determine the effect of proper stress management to the academic performance of Grade 11 ABM students of General Mariano Alvarez Technical High School. The study's main concerns are the performance of students from ABM on how they handle stress and the source of their stress.

METHODS
The study uses a phenomenological study approach and the respondents are taken from the Grade 11 ABM students who were selected from three ABM class. The researcher used a questionnaire to gather data from the respondents.

RESULTS
Based from the data gathered, some stressors that were identified are; procrastination, school works, family problem and financial problem. The study also shows the ways of students to beat out the stressor they have was to stop for a while and relaxing within a given time to reduce stress and so as to properly focus on the task given, setting their mind on their goals and being optimistic in every situation.

DISCUSSIONS
Stress can be reduced by having a rightful mindset such as being optimistic in every situation encountered and choosing to be determined. Students must always be optimistic on their task at hand and everything will go well. The practice of procrastination and pessimism on the current and future situations are also discouraged. Stress could be a motivation to strive harder and perform better.

KEYWORDS: Stress Management, Academic Performance, Effective

SUBMISSION ID: R04A-CAVITP-0742

Effects of 4Ps Implementation in the Academic Performance of Recipients in Sto.Tomas North Central School

Eleonor M. Oloc, Gina G. Garcia, & Jeanacela M. Pagaspas, Sto.Tomas North Central School

Abstract

INTRODUCTION
In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. Government has its great help extended to the poor families who cannot send their smart kids to school due to poverty. The 4Ps is a social program that entails monetary and non-monetary transfers to the poor or poorest families who have school-aged children on the condition that they meet the program's terms that are aimed at improving their capacities. This study was conducted since research observed that pupils who were recipient of the 4Ps having low performance since it was mandated that the said program will enhance their level of performance through the guidance of their parents as well.

METHODS
The respondents of the study were the Grade six pupils. There were 91 who were served as the respondents of the study. These respondents used to determine the influence of 4Ps in the academic performance. There were 10 teachers used as respondents to know the students' performance in the classroom. Questionnaire and informal interview were also used to gather the needed data to support the study.

RESULTS
From the data gathered, it can be concluded that most pupils have absences of 6-10 while most parents were elementary graduates. The program led to an increase of 3 to 4.6 percentage points in the school participation rate of children aged 6-14. However the majority of the pupils performed under the category level approaching which shows that the pupils were not performing well in their academics. Also, parents have low participation in school activities resulting to low academic result among their children.

DISCUSSIONS
Based on the findings the following recommendations were given to enhance Pupils level of performance (1) Informed parents that they need to be involved in different school activities as one of the requirements for them to receive the financial assistance (2) Educating parents of some basic skills on how to teach their kids (3)Training on Content and pedagogical approach (4) Encouraging parents and pupils to support each other by giving them activities involving parents and children's' relationships.

KEYWORDS: 4ps, academic performance, parent's participation

SUBMISSION ID: R04A-BATANP-1442

Effects of Absenteeism among Grade Three (3) Pupils to Learning Performances in Sto. Tomas North Central School

Joseph P. Marilla, Luluville U. Martinez, & Mylene R. Mailom, Sto.Tomas North Central School

Abstract

INTRODUCTION
One of the many factors that affect a pupil's performance in academic areas is absenteeism. It is defined as the pupils' deliberate or habitual absence from going to school. Absenteeism affects pupils' school performances especially when they are in a group or team work for their assignments and projects. Group work will help develop the students' cooperative and ability to share and gain knowledge from their group mates. Thus absenteeism hinders the group mates of having the opportunity of gaining knowledge from the absent student. This study aimed to discover the effects of absenteeism among Grade 3 to their learning performances.

METHODS
There were 9 teachers and 388 pupils who served as the respondents of the study. They answered the questions on the survey questionnaire adopted and distributed by the researchers. They were the one to determine the performances of the students who engaged in habitual absences, and its cause. They were also asked on how this absenteeism affects the school performance. The instruments used in the study are Questionnaire Form where this instrument was adopted by the researchers to set up the socio-demographic profile of the student and teacher respondents. When the task is duly accomplished and the questionnaires were retrieved, processed, tabulated. It was submitted to the statistician for data analysis.

RESULTS
The study revealed that the following problems were encountered (1) Self-inquiry is the main reason for pupils to make an absence as what is being taken notice by other pupils. (2) Pupils' individual learning performance, both teacher and pupils' population agreed that they perform poor in class (3) Discipline was at low level and (4). Drop-out rate was high.

DISCUSSIONS
From the data gathered, it can be concluded that absenteeism was one of the factors affecting learning process among children that is why the following recommendations were given (1)The school administration with the parents of the concerned students must conduct an effective conference dialogue with the help of the findings of the study (2) Solutions to the different areas of difficulty due to absenteeism can be taken action by the responsible organizations and individuals in their respective field (3) Advisers and guidance counselor must be guided by the student's profile develop an activities properly to engage students to stay in school (4) For the parents, always guide and motivate the students to come to class regularly.

KEYWORDS: absenteeism, learning performance, dropout rate, discipline

Effects of Absenteeism on the Academic Performance of Grade One Pupils in Lemery Pilot Elementary School

Lea Bernadette P. De Leon, Department of Education/ Teacher

Abstract

INTRODUCTION
Despite the development and projects to give quality education and promote to have globally competitive pupils, room for improvement in some areas are still evident especially on the policy about the absences of the pupils. One of the biggest problems in the education nowadays is the absenteeism of the pupils which led to them to have poor performance in school.

METHODS
The study utilized the descriptive research method. It likewise determined the significant effects of absenteeism on the academic performance of grade one pupils from the 50 pupils- respondents. The questionnaires were personally distributed by the researcher to the respondents. Each item was explained to the respondents to accurately elicit desired information. Informal interview was conducted by the researcher to the respondents to re-affirm information provided.

RESULTS
Most of the pupils who are regularly absent are those pupils who came from broken family, pampered by their families, lack of interest and some are very sickly. Absenteeism has a great effect on the academic performance of grade one pupils of Lemery Pilot Elementary School. Proposed intervention program was crafted to prevent the pupils from habitual absences and to help them improve their academic performance.

DISCUSSIONS
The results demonstrated the need for teachers and parents to work hand in hand to give the pupils the proper guidance they need for them to have a brighter future. The school should have a regular monitoring on the absences of the pupils, especially those pupils who have a poor academic performance.

KEYWORDS: absenteeism, academic performance, intervention

Effects of Activities in the Internet on the Classroom Performance of Grade VI Pupils in Technology and Livelihood Education: Inputs to a Proposed Guided Intervention Program

Jestreen Ramos, Exodus ES, Cainta Rizal

Abstract

INTRODUCTION

This study is an attempt to assess whether activities on the internet affects the classroom performance of Grade VI pupils in Technology and Livelihood Education. The reasons why the researcher conducted this research is the study's alignment with the curriculum where promotion of ICT integration, 21st-century skills, and facilitation of learning is a must. Performance of the learners should be more on learners' activity (Discovery Approach) and since the study delves with education, the exposure of learners and teachers on the internet and computer is a relation. Learners can learn fast by exposing them in internet aided instructions.

METHODS

The present study made use of descriptive research to determine the effects of activities on the internet on the Classroom Performance of Grade VI pupils in Technology and Livelihood Education based on the results of pretest and posttest given to the pupils. The adapted questionnaire checklist used was standard and validated by experts.

RESULTS

The results of posttest showed that the control group got a near mastery level with scores ranging from 19 to 37 while the experimental group got a mastery level with scores ranging within 38 to 50. An intervention program could be proposed to improve the pupils' performance relative to the use of internet for classroom activities in the Division of Rizal.

DISCUSSIONS

The performance of the experimental group is better than the control group which means that the developed materials applied to the experimental group are valid and acceptable for teaching materials. Using the activities on the internet concerning creative activities, study habits, the creation of projects and making of the assignment is required to the supervision of the teachers and the parents at home. The teacher is no longer the provider of information, but rather, has the role of facilitator, setting project goal, and providing guidelines to the pupils. Therefore, activities on the internet on the classroom performance is more on pupil centered rather than teacher centered.

KEYWORDS: internet activities, Intervention Program, Classroom Performance, TLE, 21st Century, ICT, Discovery Approach, Pupils Performance, curriculum

Effects of Audio-Video Aided Instruction (AVAI) Approach on the Achievement Level of Pupils in science and health in Tartaria Elementary School

Irene Bulahio, Department of Education

Abstract

INTRODUCTION

The study focused on determining the effect of audio-video assisted instruction approach to the achievement of pupils in grade six in Science and Health. Specifically, it attempts to answer the following questions: How significant is the difference in the post test mean scores of the control group and experimental group (AVAI)? How significant is the difference between pre-test and post-test mean scores of control group and experimental group? What action plan program can be proposed in teaching Science and Health on the use of audio-video aided instruction?

METHODS

Quasi experimental research design was used to find out the effective approach in teaching science and health achievement level of grade six using two methods of teaching: Conventional for the control group and c (AVAI) for experimental group. As for the control group, the conventional approach used textbooks, chalkboard, charts, activity materials, models, and illustration materials. The researcher adopted heterogeneous grouping based on their science and health rating when they were in grade five. This study used a pre-test – post-test design.

RESULTS

Significant difference in the post-test 1 means of the three groups was observed. Experimental group 1 using AVAI achieved better than the conventional and modular group. There is a significant difference between pre-test 1 and post-test 1 mean of the control group (Conventional), experimental group 1 (AVAI), and experimental group 2 (Modular). The post-test 1 mean scores are higher than the pre-test 1 with the audio-video assisted instruction got the highest among the three approaches. Learning takes place better using AVAI. Experimental group 2 AVAI has the highest mean among the three groups in post-test 2. Experimental group using AVAI achieved better than the control group and experimental group 1 using module. There is a significant difference between the pre-test 2 and post-test 2 mean scores in control group, experimental group using AVAI and experimental group using modules in favor of the post-test. Evidently, all groups demonstrate that learning takes place.

DISCUSSIONS

Effort should be taken to improve the achievement level of pupils in science and health from fair to a very satisfactory level. It is suggested that employment of strategies such as the use of audio-video assisted instruction to obtain higher achievement level of pupils in science and health should be done.

KEYWORDS: audio-video assisted instruction, conventional, AVAI

SUBMISSION ID: R04A-CAVITP-0770

Effects of Audio-visual Classroom Instruction towards the Academic Performance of Grade 11 Students of Dimasalang National High School

Jerald A. Nava & Lyka Marie Bongcay

Abstract

INTRODUCTION

Audio-visual materials offer a wide range of opportunities for group or individual use, they can be used to deliver instruction involving verbal information and also for guiding the learning of intellectual and motor skills. Studies have shown that students learned considerably better from a combination of both words and images than merely from words alone. In this study, we explored the effects of audio- visual materials towards the academic performance of the students that was supported by such theories and evidences.

METHODS

The research design used in this study is Descriptive Research Design specifically the summative evaluation to find out the level of students' performance with the help of audio-visual classroom instruction. One hundred thirty-three respondents responded to the survey questionnaires. The questionnaire is a combination of closed-ended question (yes or no type) and open-ended question (subjective type). The survey was conducted with the data collected through statistical analysis of the effects of Audio-visual materials.

RESULTS

Most of the respondents responded the following reasons why do teachers need to use Audio-visual materials during class discussion:(1) It helps teachers to make the discussion faster (2) Students will absorb the lesson well (3) It will help teachers to deliver their lesson efficiently (4) To lessen their work on making traditional visual aids (5) Students will not get bored and (6) Others including, teachers can do other matters If they have kind of this classroom instruction. The study found out that Audio-visual materials helped students to become attentive and interested during class discussion.

DISCUSSIONS

Based from the result of the study, audio-visual materials improve the academic performance of the students by learning competency enhancement. It also caught the interest of the students to listen and learn the topic. It also identified that Audio- Visual classroom instruction helped teachers to discuss their lesson easily and faster. The students became active in participating in class discussion and will not get bored as their mentors deliver the topic. This study found out that the effects of Audio- Visual classroom instruction in the academic performance of the students are the following: (1) Improves the knowledge and the learning's of the students (2) It helps the discussion easier and faster (3) It increase the students' interest to learn (4) Audio- Visual classroom instruction helps students to clearly understand the lessons (5) Students will be active to participate in class discussion. Therefore, Audio-visual classroom materials are effective to be used in teaching- learning process.

KEYWORDS: Effects of Audio-visual Classroom Instruction towards the Academic Performance

SUBMISSION ID: R005-MASBAP-0021

Effects of Awards and Recognition on the Academic Performance in Mathematics of Grade Four-Acacia Learners in Looc Elementary School

Cristina Candelaria, Department of Education - Rizal

Abstract

INTRODUCTION

As stated in Department of Education Order No. 36, s. 2016, giving awards and recognition is one of the many ways by which teachers and schools provide students with positive feedback and affirmation, which can improve the learner's confidence, self-awareness, and enthusiasm for learning.

The researcher is teaching Grade Four-Acacia learners and as her observation, she realized that her pupils are not motivated to come to school, they have poor study habits, they don't like to participate in the discussion, they are shy to showcase their talents and afraid to perform in front of the class. These reasons led to their poor academic performance in the class. As the result of the First Quarter Test, Mathematics was the least in rank in terms of MPS compare to other subjects. With these reasons, it is domineering for the researcher to conduct a study giving attention to determine the effects of Awards and Recognition in the Mathematics performance of pupils in.

Giving awards and recognition touches every aspect of learners' school life, from attendance, to academic performance and others. Empowering the learners' motivation towards education is essential especially in today's educational system, where schools are always under pressure to improve test scores, responsibility and accountability.

METHODS

The study utilized Single Subject Research Design (Single-case Experimental Design) to determine the effects of awards and recognition on the Academic Performance in Mathematics of learners. Purposive sampling was used in the study since the learners who are all enrolled in the class of the researcher were the one utilized in the research.

RESULTS

The academic performance in Mathematics of IV-Acacia for the pre-test in terms of mean is 16.23 with a verbal interpretation of Needs Improvement while for the post-test is 28.63 and has a verbal interpretation of Very Satisfactory. The academic performance in Mathematics of the learners in the post-test shows a big improvement compare in the pre-test. There is a substantial progress on the academic performance of the learners in Mathematics before and after the exposure to Shining Star Awards Program.

DISCUSSIONS

Learners should be exposed to different strategies and interventions so that their academic performance will be improved. Teachers should utilize effective strategies like Shining Star Awards to enhance learners' academic performance. The proposed action plan is recommended for implementation.

KEYWORDS: EFFECTS OF AWARDS AND RECOGNITION ON THE ACADEMIC PERFORMANCE IN MATHEMATICS

SUBMISSION ID: R04A-RIZALP-0437

Effects of Balitaan on the Performance of Learners in Contemporary Issues in Mambugan National High School

Arlene Reyes, Mambugan National High School

Abstract

INTRODUCTION

Contemporary issues contributed to every individual's knowledge in every aspect in our society includes information on how we can deal with the problems in our daily lives, our behaviors and values that are rooted from the past, how to cope up with the different controversial that our society is facing today. Especially, contemporary issues help learners to become more knowledgeable for living in the modern world.

METHODS

The study used the experimental research method utilizing Matching Only Pretest and Posttest Control Group design, and Table of Specification for the pretest and posttest that use to gather the needed data. Experimental research design is a way to carefully plan experiments in advance so that your results are both objective and valid. The term "Experimental Design" and Design of Experiments" are used interchangeably and mean the same thing. However, the medical and social sciences tend to use the term "Experimental Design" while engineering, industrial and computer sciences favor the term "Design of Experiment".

RESULTS

The result of the pretest of experimental and control group was shown to prove that the total mean score of the two groups has its least difference and have the same verbal interpretation which is " Satisfactory" . This means that both groups have equal chances to excel depending on the motivational tool and strategies that will be utilize to them. The finding implies that the control group, who are not exposed to Balitaan, has significant difference with respect to the topics under Gender Issues, but collectively it denotes that there is no significant difference on the performance of the learners of the control group with respect to Gender Issues as revealed in their pretest and posttest results.

DISCUSSIONS

The results states that pretest performance of the experimental and control group not differ significantly. On the other hand, there is enough evidence to support that there is a significant difference between the posttest mean scores of the control group and experimental group. The data implies that there is an improvement on the experimental group performance on the gender issues. The improvement can be attributed to the utilization of the Balitaan in teaching the topics under gender issues.

KEYWORDS: Contemporary Issues, Performance, Balitaan

SUBMISSION ID: R04A-ANTIPO-0005

Effects of Bullying in the Academic Achievement of Pupils at Natu Elementary School SY 2018-2019

Ailyn Aranas, Natu Elementary School

Abstract

INTRODUCTION

Bullying all over the world is becoming a primary concern among children, adolescence and even adults. According to Abe (2012), it can occur in any context in which human beings interact with each other. This includes school, church, family, workplace, home, and neighborhoods. It is even a common push factor in migration and it can exist between social groups, social classes and even between countries. In the Philippines, 2 out of 10 children per day experience being made fun of, name calling and making the child do something he/she doesn't want to do. Sadly, the Philippines hold the fourth spot in countries which are high in cyber bullying because of the increasing number of bullying cases, the Social Media Regulation Act of 2014 was made.

METHODS

The study used descriptive quantitative method of research. The descriptive statistics frequency, ranking, percentage, and weighted mean were used to determine effects of bullying among students in Natu Elementary School.

RESULTS

The results of the study showed the extent of bullying in school. Once the pupils are being bullied, it affects the academic achievement of pupils in school.

DISCUSSIONS

The results of the study showed the extent of pupils -respondents experienced bullying, the effects of bullying in school and the action plan for anti-bullying that can be implemented to eliminate the cases of bullying.

KEYWORDS: BULLYING GREATLY AFFECTS THE ACADEMIC ACHIEVEMENT OF PUPILS

SUBMISSION ID: R04A-BATANP-0642

Effects of Bullying on the Academic Performance of Select Grade 9 Students in Coral na Munti National High School

Abegail Cabingan, Teacher III

Abstract

INTRODUCTION

Bullying in schools has become a worldwide phenomenon and a problem that can create negative effects for the general school atmosphere and for the rights of students to learn in a safe environment without fear. It can also have lifelong consequences both for students who bully and for their victims. As a teacher handling Grade 9 students, the researcher has observed that there were some students who experienced bullying. The researcher knows very well that students need a safe, comfortable environment in order to learn. If students are being bullied in school, then their attention do not focus primarily on learning. It is divided between academics and concern about negative social situations that are associated with school. In order to establish a safe environment where the students can thrive as learners, the researcher decided to inquire into a phenomenon that often prevents students from thriving- bullying. It is the hope and intention of the researcher that studying more about bullying, may lead to take measure in eradicating bullying in the research venue.

METHODS

The researcher used the descriptive method of research and the questionnaire as the main data-gathering instrument.

RESULTS

There were different bullying cases and incidents often experienced by the students such as teasing, threatening spreading rumors, harassing and the like. The bullying experiences significantly affected the academic performance of the students. The teachers and the students had similar assessment on the behavior of the latter at school. No difference existed between the assessment of the parents and students on behavior at home.

DISCUSSIONS

Based on the results of the study the school principal should create a school safety team ideally made up of an administrator, guidance counselor, teachers, parents, and students that maintain responsibility for identifying a lead person to deal with bullying prevention. The proposed action plan which served as an instrument to remedy the school bullying was well-studied by the principal and the teachers before its implementation.

KEYWORDS: bullying, academic performance, action plan

SUBMISSION ID: R04A-BATANP-0186

Effects of Classroom Assessment Environment on Mathematics Achievement of Hinguiwin NHS Students SY 2014 _2015

Jocelyn Marino, Mathematics Teachers Association of Quezon, INC.

Abstract

INTRODUCTION
Mathematics achievement among learners had been the most critical issue in our educational system nowadays. Several efforts were exerted to improve numerical literacy and achievement in the subject. As teachers, we need to identify the effects of classroom assessment to the mathematical achievement. The main purpose of the study was to determine the effects of classroom assessment environment on Mathematics achievement of Hinguiwin National High School students SY 2014 _2015.

METHODS
The study utilized a survey questionnaire which focused on the students' behavior, teachers' attitude and daily routines as well as the type of test and time allotment in taking test. Qualitative analysis was done to interpret the results.

RESULTS
Mathematics achievement were affected by prior knowledge on four fundamental operations and general reading ability of the learner, as claimed by teachers. Gender of the students affect achievement of the subject especially boys. Teachers also revealed that negative attitudes of students' specifically bad habits and rough norms inside the classroom hinders achievement while collaborative learning and peer tutoring helps a lot positively. As claimed by students, clarity of teacher's explanation and discussion affects classroom assessment environment. The percentage of homework corrected and returned to the students had also negative effect. Giving often written reports in class had also negative effects on achievement. Time allotment for testing and evaluation is also a. hindrance in mathematics achievement.

DISCUSSIONS
The result demonstrated that teachers are the most important factors in Mathematics achievement. They need to deliver the lessons with clarity and must return all corrected homework and exercises to the students to motivate them in doing. They must also adopt various type of test in preparing examination and proper time allotment for testing and evaluation should be considered. Encourage the students to positively response during classroom discussion. Follow up activities such as assignments or exercises maybe in artistic forms fir valuing purposes. Mastery learning as well as used of different learning theory should be done to address the problem.

KEYWORDS: Effects of classroom assessment environment, Mathematics achievement

Effects of Classroom Management Activities on the Academic Performance of Selected Pupils in Talisay District: Basis for a Proposed Action Plan

Margie Manzanas

Abstract

INTRODUCTION

Effective teaching and effective classroom means recognizing that the classroom is full of other people's children and the teacher's first task is to learn who they are. The innovative resources here and there are somehow beneficial to create an enthralled classroom.

METHODS

A descriptive research method is used in this study for the gathering of information about prevailing conditions or situation for the purpose of description and interpretation. The data was collected in quantitative analysis.

RESULTS

On the classroom management activities of the teachers in terms of instruction, the respondents plan and prepares the lesson and monitor pupils' progress with w weighted mean 5.00 and verbal interpretation strongly agree. In terms of classroom condition, the respondents are arranging classroom settings with a weighted mean 5.00 and verbal interpretation strongly agree. In terms of discipline, the respondents come to school early and does not leave her pupils unattended during class hours with weighted mean 5.00 and verbal interpretation strongly agree. In terms of social activities, the teachers are present at school programs with weighted mean 4.98 and verbal interpretation strongly agree. On the other hand, all compound values of teaching instructions are less than 0.05 level of significance therefore the null hypothesis is rejected as well as for discipline, classroom condition and social activities. The academic performance of the pupils based on their final rating in school form 5 attained average level of 86.70 interpreted as good. This reveals that the pupils are performing well. Since the t-value which is 1.649 is less than the computed for all variables therefore, there is no difference between the classroom management activities and the academic performance of the pupils. But there is a relationship between the classroom management activities of the teachers since the p-computed is less than the p-value. An action plan is intended at maximizing the participation of the pupils and engaging the teacher's classroom management activities.

DISCUSSIONS

Nurture professional growth and advancement of teachers through trainings and education to help them create manageable classroom settings. Research of varied techniques and strategies is to be conducted to measure the effectiveness of the teacher for which learning is centered. Monitor and evaluate teachers to carry out endeavor and hard work to achieve a high-end purpose of education through personal growth and development.

KEYWORDS: education

SUBMISSION ID: R04A-BATANP-1107

Effects of Co-Curricular Activities in Mathematics Teaching among Grade Four Pupils in Public Elementary Schools in Tanauan City

Vicente Micosa, Bernardo Lirio Memorial Central School, Teaching Personnel

Abstract

INTRODUCTION
Addressing to the present dilemma in Mathematics teaching inquest for better performance from students in the elementary level is conceived through the implementation of co-curricular activities in Mathematics Instruction. How to make Mathematics teaching more interesting and less daunting to students call for the immediate attention from teachers. The researcher comes into realization to this kind of study to identify the effects of co-curricular activities in Mathematics teaching.

METHODS
This study employed the descriptive method of research. The researcher used questionnaires and interviews to supplement the gathered data.

RESULTS
The study revealed that involvement in the co-curricular activity in Mathematics certainly affects in the academic performance of Grade Four pupils in public elementary schools in Tanauan City. Students who actively participated in co-curricular activities have positive effect on their academic performance. Participation in Math Club, various Math contest, Saturday Math Program, peer tutoring sessions for other students involving Math improve the academic performance if it is limited to certain limit.

DISCUSSIONS
Pupils were greatly affected by participating in different co-curricular activities. More often than not, students who take part actively in co- curricular activities improve not only on their academic aspects but also their behavior. However, parents should check allow their children to choose and check on their activities. As teachers, we need to be aware of the effects that co-curricular activities in education especially in Mathematics.

KEYWORDS: co- curricular activities, academic performance, instruction, behavior

SUBMISSION ID: R04A-TANAUA-0119

Effects of Collaborative Learning Strategy on the Performance Level of Grade Six Pupils in Bukal Elementary School

Marygrace Manaig, Department of Education

Abstract

INTRODUCTION

The teachers are always challenged to think of innovative ways to engage the students in class. Gone are the days when it is normal for teachers to take the center stage in teaching throughout the whole class period, while students are just passive recipients of information. Nowadays, teachers are expected to make use of all available technological breakthroughs and various teaching approaches to get the attention of the students and keep them interested in the topic at hand for the whole session. Collaborative learning approach becomes more applicable in the 21st century classroom. It refers to the means by which the teachers are giving them the tools of finding the knowledge and understanding it and explaining it to others rather than giving them the knowledge by spoon feeding.

METHODS

The focus of the study was on the effects of collaborative learning strategy on the students' development of cognitive, affective and psychomotor skills. The descriptive method will apply for this research, seeking to determine the evaluation of the pupils after the use of collaborative approach in teaching. Descriptive method, as cited by Calderon and Gonzales (2010) is the exploration and description of phenomena in real life situation. It provides accurate account of characteristics of particular, individual and meanings, describing what exist.

RESULTS

Collaborative learning strategy differs from traditional teaching approaches because students work together rather than compete with each other individually. Through this approach, students can formulate their ideas about the material assigned to them, test their assumptions, clarify them, come to a conclusion and then assimilate that material within them. Collaborative learning can take place any time learner's work together in the same place on a structured project in a small group. For example, when they help each other with homework.

DISCUSSIONS

Exchange of ideas between the teacher and pupils and among pupils is the best process of learning and teaching from one another. In the classroom environment, discussion is the best way of promoting conducive learning and convenient teaching situation. One person speaks at a time, while others are listening. It also involves sharing of ideas and experiences, solving problems and promoting tolerance with understanding. Group discussion is better than a whole class discussion. It encourages pupils to share their own views through open participation.

KEYWORDS: Collaborative Approach Group Discussion Open Participation Group Setting Arrangement Innovation

Effects of Computer- Aided Language Learning on the Alphabet Recognition of Non- Graded Learners with Special Education Needs (LSENs)

April Cinn Trecero, Guronasyon Foundation Inc. National High School

Abstract

INTRODUCTION

Due to these special requirements, students' needs cannot be met within the traditional classroom environment. Special education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child. (Teach.com, 2018)

Through continuous effort in promoting quality education, likewise, supporting the education for all cause of the Department of Education, the researchers used 10 non- graded learners with special education need (LSENs) of Guronasyon Foundation Incorporated National High School during the school year 2018 - 2019 as the subject of the study. Respondents are clinically tested with low IQ level and are considered as learners who are consistently struggling with the level of academic requirements in their respective grades

METHODS

This study aimed to determine the effects computer-aided language learning on the performance of non-graded learners with special education need (LSENs) of Guronasyon Foundation Incorporated National High School. Parameters were based on pretest and posttest. The researchers used the experimental descriptive design thus, applying different statistical treatment such as mean, standard deviation and dependent t- test.

RESULTS

Overall mean results for pretest and posttest for the alphabet recognition are 4.20 and 7.00 having Fairly Satisfactory and Very Satisfactory verbal interpretation. The overall mean result in the posttest is greater compared to pretest, this implied that there is an increase in the alphabet recognition of the subjects before and after the exposure to computer- aided language learning.

Also, the dependent t-test results revealed that the level of performance in alphabet recognition of respondents after the exposure to computer- aided language learning differ significantly since the p-value is less than 0.05. With such results, the null hypothesis is rejected with verbal interpretation of significant.

DISCUSSIONS

In conclusion, computer-aided language learning helps in improving the level of performance in alphabet recognition of students specifically the non- graded learners with special educational needs of Guronasyon Foundation Inc. National High School. However, continuous effort and emphasis on enhancing the level of performance in alphabet recognition should be given to improve their skill.

KEYWORDS: computer- aided language learning, alphabet recognition

Effects of Computer From Ages 10-17 in the Poblacion of Donsol: A Survey

Yna Traje, Student-SHS

(Adviser: Julius Caesar Averilla)

Abstract

INTRODUCTION

Technology defined as an application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Many studies have concluded that children's physical, personal and social development will suffer due to excessive exposure to technology. The purpose of this study is to provide data and information about the bad effects of computer among 10-17 years old in the Poblacion of Donsol. The Researchers chose this topic because they observed that youths nowadays are spending their spare times in using gadgets such computers that causes them to be addicted and affects their physical and mental health. This also aims to examine youths' (from Ages 10-17 years old) understanding and knowledge in using computer and its effects.

METHODS

The study dealt on effects of computer from Ages 10-17 in the Poblacion of Donsol. The descriptive survey method using survey questionnaire was used. This study utilized 50 computer users as respondents. Data gathered were triangulated, analyzed and interpreted.

RESULTS

The study population included fifty computer user including thirty-nine male (78%) and eleven female (22%). The mean age of participants was 15 years old. Based on the finding presented in table 5, forty-four (88%) out fifty students was aware to the bad effects of computer. Based on the table 6, wherein nineteen respondents answered "Eye Strain" , with a percentage of 38% and the effect ranked 1st. sixteen respondents answered "Having a bad performance and low grades in school" , with a percentage of 32% and the effect ranked 2nd. Fifteen respondents answered "Not in a right time to eat", with a percentage of 30%, and the effect ranked 3rd. And based on table 7, a proposed action plan in order to lessen the bad effects of computer, the suggested solution is to have a Seminar about the right manner in using computer, with a percentage of 42% out of 100%. In view of the findings and conclusion, this recommendation was presented for consideration of Municipality of Donsol should sponsor series of seminars on the right manner in using computer.

DISCUSSIONS

Based on the findings, Municipality of Donsol should sponsor seminars providing education on the right manner in using computer. The teenager that uses computer must able to aware to the bad effects of computer. And they must focus on their study and limit themselves in using computer.

KEYWORDS: Computer, Technology, Addiction

SUBMISSION ID: R005-SORSOP-0012

Effects of Computer-Based Learning Strategy in Teaching Mathematics

Babielyn Castillo

Abstract

INTRODUCTION

This study was designed to determine the Effects of Computer-Based Learning Strategy in Teaching Mathematics in Primary level. It was undertaken during the school year 2017 - 2018 in Nag-iba Elementary School in Mabini District. The study employed the Simple Experimental method using Two-Group Pre - Post Test design using 13 pupils in Traditional way Group and 17 pupils in Computer-Based Group of Grade One and Two enrolled in the school year.

METHODS

The researcher made use of following instruments: Arithmetic Mean, T-test and Questionnaire. To answer the presented problems, the following statistical treatment were used. To interpret the gathered data in reference to the problem investigated, the researcher made use of the weighted mean and T-Test.

RESULTS

The following findings implies that there is a significant difference in the level of academic performance of the pupil respondents in computer-based learning strategy who got a computed mean of 14.18 which is higher compare to traditional way of teaching that has a computed mean of 10.87. It simply implies that the computer-based learning strategy is more effective than the traditional way of teaching Mathematics. It also revealed that there is significant effect in the level of performance of the pupils before and after exposure to Computer- based learning strategy in teaching Mathematics which leads to the rejection of null hypothesis. In terms of level of performance, the pre- and post-test results indicated that there was a significant improvement in the level of performance of the 30 selected pupils based on their overall mean in Mathematics at .05 level of significance. The problems encountered in the implementation in computer-based learning strategy are very minimal and it can't affect to the success of the implementation of the program.

DISCUSSIONS

The implementation of computer-based learning strategy in Nag-iba Elementary School could directly influence the pupils' numerical competencies as well as their level of performance which is higher compare if we used the traditional way of teaching. The implementation of computer-based learning strategy was properly done and not a hindrance to the teaching - learning process in terms with the problems encountered by the implementers. Therefore, the implementation of computer-based learning strategy shows improvement in both numerical and academic performance of the pupils.

KEYWORDS: computer-based learning strategy, simple experimental method

SUBMISSION ID: R04A-BATANP-0790

Effects of Computer-Based Learning Strategy in Teaching Mathematics

Levi Dipasupil

Abstract

INTRODUCTION

Effective integration of technology is the result of teachers' competence and ability to shape instructional technology activities to meet students' needs. Teachers know their content and pedagogy, but when it comes to technology, teachers often learn along with students. Teachers focus on teaching students first-level technology skills, which include how to work the technology, but many teachers ignore the second-level skills of knowledge integration and a deeper understanding of analyzing information.

METHODS

The study was a survey descriptive in nature. All the elementary school teachers of Nag-iba Elementary School were the respondents of the study. Data were collected from 7 teachers as sample of the study through questionnaire. Data were analyzed through statistical tools of simple percentage and weighted mean.

RESULTS

The findings of the study indicate that using technology to enhance the educational process involves more than just learning how to use specific piece of hardware and software. It requires an understanding of pedagogical principles that are specific to the use of technology in an instructional setting. Pedagogy-based training begins by helping teachers understand the role of learning theory in the design and function of class activities and in the selection and use of instructional technologies.

DISCUSSIONS

Due to ICT's importance in society and in education, identifying the possible obstacles to the integration of these technologies in schools would be an important step in improving the quality of teaching and learning. The use of ICT in the classroom is very important for providing opportunities for students to learn to operate in an information age. Studying the obstacles to the use of ICT in education may assist educators to overcome these barriers and become successful technology adopters in the future.

KEYWORDS: teachers' competence and ability, second-level skills of knowledge integration

SUBMISSION ID: R04A-BATANP-0816

Effects of Contextualized Teaching Guide and Localized Instructional Materials on the Academic Performance in Science of Grade 10 Students

Edward Manuel, Department of Education - Biñan City

Abstract

INTRODUCTION
Science program in the Philippines' K to 12 curriculum experienced major modifications amid improvements. However, some aspects of the reform lead to disarray that hindered the attainment of educational goals. The mismatch of instructional materials and sound pedagogy is one of the major concerns of educational reform. This study explored the impact of utilizing contextualized and localized instructional materials on the academic performance of students in science that was anchored with sound evidences and theories.

METHODS
A quasi-experimental design with control and experimental group was utilized. A pre-test was given to both groups prior to intervention. A contextualized and localized instructional material was developed and was administered to experimental group. A post-test was given afterwards. Data was collected through quantitative analysis, evaluated and interpreted.

RESULTS
Initially, both groups acquired the same level of mastery. Afterwards, data revealed the experimental group exposed to contextualized and localized instruction, attained a significant increase in their post-test scores. This implied that the use of such instructional materials obtained a positive effect and leads to increased academic performance among students.

DISCUSSIONS
Results showed that contextualized teaching guide and localized instructional materials played a vital role in educational reform. It does not only address the local needs of the students but elicit an increased academic performance. Furthermore, it showed positive effects in the performance of the learners as an effective strategy of imparting life-long learning abilities among students.

KEYWORDS: Contextualization, Localization, Pedagogy, Instructional Materials, Academic Performance

Effects of Continuous Improvement Program on the Academic Performance in Mathematics of the Grade Three Pupils in Selected Public Elementary Schools in the District of Binangonan III

Nancy Marquez, Department of Education

Abstract

INTRODUCTION
Education is a continuous search for solution on low standard quality education in the country. It has resorted to various innovations in the system with the goal of improving the quality of education and intensifying the literacy of the students. The system has been into reinventing and organizing the basic education curriculum to participate again the teachers on full time-on-task and re-evaluation of duties and functions of all concern people in the education structure. The reinvention of school governance must thereby give more independent status of operations guided by self- regulation in compliance with Department of Education Standard of Excellence.

METHODS
Descriptive method of research utilizing a questionnaire-checklist as a tool in gathering the needed data. The respondents of the study were teachers of Mathematics who were chosen using purposive sampling technique and described in terms of their age, sex, civil status, position title, length of service and seminars and trainings attended. The data were tallied, computed, tabulated, analyzed and interpreted in accordance with the appropriate statistical treatment.

RESULTS
Based on the findings, position title and length of service are not contributory on the extent of effects of Continuous Improvement Program on the performance in Mathematics of the grade three pupils as perceived by the teacher-respondents. Meanwhile, age, sex, civil status, educational attainment and seminars and trainings attended are found to be contributory. Sibling position, monthly family income, parent's educational attainment and number of children in the family are not contributory on the extent of effects of Continuous Improvement Program on the performance in Mathematics of the grade three pupils as perceived by the pupil-respondents. Pupils' academic performance correlates on the extent of effects of Continuous Improvement Program with regard to computational skills. Analytical and problem-solving skills do not correlate on the extent of effects of Continuous Improvement Program.

DISCUSSIONS
The results recommended that pupils may be exposed more to Continuous Improvement Program which would be of help to them especially in developing their mathematical skills that would give them better knowledge and information. Teachers may continue to utilize the said program since it would be much beneficial to pupils particularly in developing their mathematical abilities.

KEYWORDS: effects, improvement, implement, program, training, continuous

SUBMISSION ID: R04A-RIZALP-0140

Effects of Cooperative Learning Strategies in Teaching English in Elementary Schools in Tanauan City West District: Its Implications to Instruction

Maricar A. Miraña, Department of Education

(Adviser: Maricar A. Miraña)

Abstract

INTRODUCTION

Teachers today are reconsidering the traditional practices that gave emphasis on competition over cooperation in the classroom. They are reevaluating the conventional wisdom that individuals should work quietly, in isolation, hiding their findings from each other so that no cheating can occur.

The researcher got interested in conducting a study on the use of cooperative learning strategy in the teaching of English in Tanauan City West District. This study also aims to gather relevant data that may serve as bases for the improvement of instruction in the said district. It is therefore, with ardent hope that the researcher proposes this study deemed significant for the schools, teachers, administrators and pupils.

METHODS

The researcher used descriptive method of research. The focused of the study was on the cooperative learning strategy on the pupils' development of cognitive, affective and psychomotor skills. It attempts to analyze and interpret the report on the present status of social institution, group or area.

RESULTS

The use of cooperative learning strategies requires sound principles in terms of membership composition and choice of group/team leader to enable maximum participation and adjustment among group members and make learning more exciting, concrete and meaningful. The pupils' development of skills and competencies in the cognitive, effective and psychomotor domains as affected by the use of cooperative leaning strategies is a manifestation of the effectiveness of said strategies attributed to the teacher.

DISCUSSIONS

The results imply the need to maintain and even improve the use of cooperative learning strategy in teaching not only the English subject but other subjects as well. The need for the teachers to be more adept in the use of cooperative learning techniques and strategies and from there be more innovative and creative in facilitating a more meaningful teaching-learning environment most conducive for both teachers and pupils. The need for administrative and supervisory support from the head teachers and supervisors to improve the status of the schools in terms of the teachers' employment of cooperative learning strategies in coherence with the use of other teaching strategies and the demand for a pupil-centered teaching-learning situation for the improvement of the pupils, teachers, schools and community.

SUBMISSION ID: R04A-TANAUA-0102

Effect of 3R's Waste Management to Subic Elementary School Waste Disposal Problem

Geraldine De Villa, Department of Education

Abstract

INTRODUCTION

Managing waste within school seems to be a common problem both in urban and rural areas, making waste reduction projects on solid waste as an environmental issues focus on reducing, reusing, and recycling material waste at a school with overall goal reduce waste as project includes focus on preventing waste, understanding where waste ends up, and exploring how waste issues impact the land, air, water, and other living things in the local environment.

METHODS

The researcher used the questionnaire and interview to collect data for the study focused on the kind of garbage generated in school and the common practice in disposing of garbage. The results of the survey were tallied and analyzed. Frequency distribution and the percentage is the statistical treatment of this study. The researcher prepared an action plan on 3Rs Waste Management System and other related activities to be done.

RESULTS

The results showed that pupils become more aware of how much trash they generated in daily life by observing and recording how much trash they produce in one day. After the 3Rs was launched, it was noted that there is an average of two (2) garbage bins in every classroom. The common practice of the school regarding waste management did not suffice the solution needed in solving the problem. The said waste management scheme helped the pupils to practice the 3Rs in order to care for the environment to reduce, reuse and recycle was a good start because it was easy and a manageable task for any age grade level to achieve, the generation of garbage in school was lessened making it a clean and healthy environment for the school children.

DISCUSSIONS

Based on the results, the school populace's awareness of proper waste disposal is very important. It made to educate pupils about the 3Rs in waste management and the benefits they can get from it. Administrators and school staff helped solve the problem by disseminating information about proper waste disposal. Pupils segregate garbage by using three labeled as to what kind of trash they can put to each bin. Therefore, the continuous integration of caring for the environment in every lesson is a must.

KEYWORDS: waste management, generated, reduction

SUBMISSION ID: R04A-BATANP-1625

Effect of 4Ms (Mastery in Mathematics using Manipulative Materials) in the Performance of Grade 1 Learners in Mathematics

Flordeliz G. Dela Cruz, Reynold T. Delacruz, & Rowela Milaor, San Francisco
ES- Cainta, Rizal

Abstract

INTRODUCTION

In Mathematics, the use of manipulative instructional materials is designed to create the learners' ability to perceive the mathematical concept by manipulating it. The use of manipulative activity engagements paved the way for learners to learn the concepts in a developmentally appropriate, hands-on and exciting way.

METHODS

This action research utilized the experimental design since its main purpose was to know the effect of using manipulative engagement activities and its possible effect on the performance of Grade One pupils in Mathematics for 8 weeks.

Two groups were taught the same lessons for 8 weeks. The control group was taught using the traditional teaching materials with similar activities approach while the experimental group was taught using manipulative activity engagements utilizing different real objects with sets of activities and sets of evaluation and facilitation for every individual, pair activities/exercises and groupings of pupils for the eight- week duration. The data gathered went through quantitative analysis to determine the effect of manipulative materials on the performance of Grade 1 Learners.

RESULTS

The two groups (Grade One learners) have the same entry knowledge before the conduct of the study. It implies that both groups find the items in the pretest difficult since these concepts are new to them. After an 8-week intensive teaching grade one mathematics skills and processes using and engaging learners in manipulative materials/ activities, the result in the post-test definitely varies.

The mean percentage scores in the experimental posttest results indicate that the pupils satisfactorily mastered the necessary competencies when exposed to manipulative activity engagements.

DISCUSSIONS

Pupils' performance in Mathematics improved after exposure to different methods and strategies in teaching, therefore using manipulative materials in teaching mathematics motivates pupils to enjoy learning and perform better. Manipulative materials are effective tools for enhancing the performance of Grade 1 learners in Mathematics.

Teachers should continuously utilize manipulative materials in teaching Mathematics, especially in the primary grades as well as in other related subjects to motivate/engage learners to achieve better performance.

KEYWORDS: Manipulative Materials, engagement activity, mastery, experimental, Learners' needs, assessment, performance

SUBMISSION ID: R04A-RIZALP-0351

Effect of a Text Structured Strategy in Enhancing the Reading Comprehension of Grade Six Pupils in English

Arlyn Bordeos, Department of Education

Abstract

INTRODUCTION

Reading is one of the language skills that are very essential for those who are learning English as a third language. It is a vital factor for academic success and professional development. It is best learned when pupils are more engaged in various activities that develop their reading ability. Such activities capacitate the pupils to read with comprehension.

Fatima Elementary School adheres to improving the level of reading comprehension of the pupils after analyzing the result of PHIL-IRI pretest. Fifteen points sixty-three percent (15.63%) of Grade Six pupils fell under the frustration level. This is why the researchers tested the effectiveness of a Text Structured Strategy in enhancing the reading comprehension level of Grade Six pupils.

METHODS

This study utilized the descriptive survey research using Reading Passages as the instrument. To determine the improvement of the reading comprehension skills of the Grade Six pupils of Fatima Elementary School through a text structured strategy, the researcher personally conducted the pre and post-tests. The data came from the Grade Six pupils in Fatima Elementary School, Tabaco City composed of 13 males and 8 females for the school year 2017-2018.

RESULTS

It was found out that in using a text structured strategy, the reading comprehension skills of Grade Six pupils were improved. Results showed that the pupils' reading comprehension level was improved from 45% PL during the pre-test it was increased to 77% PL during the post-test. It was also proven that there was a significant difference between the pre-test and post-test results.

DISCUSSIONS

The teacher-advisers who facilitated the reading sessions provided recommendations to enhance the strategy. These are the following: Add sound-link of Mother-Tongue as additional language help option; Put the practice exercise immediately after the self-test section in each reading session to help pupils retain what they had first learned, and keep various question formats but refining the language that made each question more concise and easily understandable.

KEYWORDS: EFFECTIVENESS OF A TEXT STRUCTURED STRATEGY IN ENHANCING READING COMPREHENSION

SUBMISSION ID: R005-TABACO-0004

Effect of Absenteeism on the Academic Performance of the Primary Pupils at Paaralang Elementarya ng Buhaynasapa

Maria Aclan, Teacher

Abstract

INTRODUCTION

Education was not merely the delivery of knowledge, skills, and information from teachers to students, what really important was about being and becoming educated. Ability to perceive accurately, think clearly, act effectively and achieve goals and aspirations with hard work. Thus, attendance was a must in schooling and on the other hand absenteeism brought effects on the academic performance of the students.

It was within this context that the researchers lengthy discussed and analyze absenteeism and its reason and effect.

METHODS

The qualitative-descriptive design method was utilized in this study since it involved collecting and interpreting data in order to gather information needed in the study to serve its purpose.

Data Gathering Method: The researchers administered questionnaires in primary grades of Buhaynasapa Elementary School. At the end of the first quarter, the teachers conducted a survey in the daily attendance of the pupils and tallied the results to get the average of the pupils' absenteeism in the first quarter.

Statistical Treatment: The researchers have used frequency, percentage, and ranking in treating gathered data.

RESULTS

This part of the study presents the responses to the research objectives heaved in the research.

1. Pupils' Academic Performance

Average Academic Performance   Interpretation   Frequency   Percentage

The table shows the academic performance of primary pupils in Buhaynasapa Elementary School with frequent absences. Most of the students have an average which was 70.00-79.99 which was 27 or 75.53% of the population. Then 10 of the respondents or 40.82% of the population have an average of 80.00-84.99. Lastly, both average ranging from 85.00-89.99 and 90.00-94.99 has each one respondent or both have 2.04% of the population. It analyzed that absenteeism can have a great effect on students' average academic performance.

DISCUSSIONS

The researchers come-up the following conclusions:

When students become absent, they lose valuable information and lectures in school.

There most reasons for students' absenteeism were because of having a sickness.

Absenteeism can be lessening through wise actions with the help of teachers and students.

KEYWORDS: extent, perceived, descriptive, quantitative.

SUBMISSION ID: R04A-BATANP-1654

Effect of Computer-aided Reading Activities (CaRA) on Comprehension and Attitude of Grade Five Pupils

Melodie Bueno, Department of Education

Abstract

INTRODUCTION

This action research was funded by the Department of Education through the Basic Education Research fund (BERF). Computer-aided Reading Activities (CaRA) was conceptualized, designed and utilized to address one of the alarming problems of the Tabaco South Central Elementary School, the reading difficulties of its pupils in English.

Since reading is a tool subject, children with reading difficulties should be given the utmost attention to enhance their capacity to learn in different subject areas. Furthermore, reading comprehension is also an indispensable tool in learning and understanding other subjects, therefore alternative intervention using CaRA must be provided to enhance reading comprehension of pupils.

It aimed to determine how CaRA have changed the reading comprehension and attitude of the fifth graders and to better understand how this intervention can improve their reading difficulties

METHODS

It employed the descriptive research method and analyzed the level of attitude of the students towards CaRA in the improvement of their comprehension skills.

The researcher used the school's Tek-aralan computers, then made power point reading materials and downloaded also reading materials from reliable websites and made them available for the pupils during their reading. The reading materials were validated by the reading remediation teachers in Grade Five before it was presented and utilized by the respondents.

Reading achievement data was obtained during the pre-post oral reading test conducted by the Reading Remediation teachers.

RESULTS

Analyses revealed an increase in reading achievement rate of 65% as shown in the result of the post-test from a 6% rate during the pre-test. The data show that the reading comprehension of the pupils has improved to beginning level and advanced level after the conduct of the intervention.

The level of pupils attitude towards CaRA in the improvement of their comprehension skills after the intervention revealed that respondents showed most favorable attitude with an average total scale value of 55 and a total weighted mean average of 4.26 which proves that 85% or the majority of the respondents agree that they have a most favorable attitude towards CaRA.

DISCUSSIONS

It can, therefore, be concluded that CaRA with the incorporation of interactive technologies especially in addressing problems in reading has a motivational effect and also effective in improving the reading comprehension skills of the pupils.

KEYWORDS: Computer-aided Reading Activities (CaRA)

SUBMISSION ID: R005-TABACO-0048

Effect of Contextualized Module in Agriculture to the Academic Performance of Selected Grade 11 Agriculture Students in Lumampong National High School - Indang Annex Senior High School, Indang, Cavite

Edwina Matreo, Department of Education - Cavite

Abstract

INTRODUCTION
This study aimed to determine the effect of the contextualized module in Agriculture to the academic performance of selected Grade 11 Agriculture students in Lumampong National High School-Indang Annex Senior High School during S.Y. 2017-2018.

METHODS
The study employed a quasi-experimental design specifically using Regression Discontinuity Design (RDD). This study applied to purposive sampling. A 15-item pen and paper test (pre-test and post-test) which is composed of least mastered competencies in Agriculture was developed to measure the academic performance of students in Agriculture.

RESULTS
The study revealed that the contextualized module in Agriculture has a significant effect ($t=18.68$) on the academic performance in Agriculture among selected Grade 11 students in Lumampong National High School- Indang Senior High School during S.Y 2017-2018.

DISCUSSIONS
The results of the study should be given to **Department of Education** for them to implement more the utilization of the developed contextualized module in Agriculture.

KEYWORDS: contextualized module, agriculture

Effect of Daily Spelling in Filipino

Merianne Abrasado, Merianne Bombales-Abrasado

Abstract

INTRODUCTION

The main purpose of this study was to determine the Filipino spelling ability of the Grade 5 section Gold of Hacienda Elementary School. The following questions were answered in this study:

What is the performance level of learners during the pre-test and post-test? Is there an increase in the post-test results compared to the pre-test?

What are the things to be considered in order to further improve their ability in spelling in Filipino?

METHODS

This study employed a descriptive research method. There were 23 boys and 17 girls with a total of 40 learners. All of them have undergone the daily practice in spelling in Filipino using the KWF - Komisyon ng Wikang Filipino as the main reference.

RESULTS

These are the findings based on the results of the pre-test and post-tests:

Forty learners took the test with an average of 21.44% during the pre-test. The same number of learners took the post-test and they obtained a performance level of 49.5%. There was an increase of 28.06% which means that the daily practice provided by the teacher-researcher has helped increase the ability of the learners under study. They were able to improve in spelling in Filipino as the medium of instruction and in line with written communication. Here are the suggestions were given by the learners which will help them better improve in spelling. One hundred percent of them say that it is helpful to post new words that are unfamiliar on the bulletin board so that they can remember the words better. Ninety percent say that it is better to learn these words through friendly competitions or games in order to encourage them to spell in Filipino. Seventy-five percent believe that they should know first the sound of the Filipino alphabet. Fifty percent of them suggest teaching first the sound before the syllabication.

DISCUSSIONS

The learners have already given their suggestions to better learn the Filipino spelling (pagbabaybay). The teacher-researcher further suggests for others who wish to adopt this strategy that the daily practice be done in the morning when the children are still very eager to learn. The teacher should also possess the passion to help especially the learners who are having difficulties in reading. Spelling is better-taught among those who are already readers.

This study was funded by the Department of Education through the Basic Education Research.

Effect of Developmental Coaching in Teaching Science in Mambugan National High School

Jovie Adaya, Mambugan National High School

Abstract

INTRODUCTION

Our country is aiming for quality education, and it is the right time to think of programs and activities that could be of great help to increase the level of performance not only by the students but as well as the teachers. The teaching force has a significant role in influencing students as they work on developing their traits and potentials. They contribute a great deal in reinforcing students' desire to learn and instill in them the accountability for their own learning. In relation to this, school, district or division must take the initiative on finding different ways on how their teachers help in promoting quality education among students.

METHODS

The study used the descriptive-evaluative with Pre-test and Post-test control group design utilizing researcher-adapted questionnaire-checklist, interview guide, and documents such as test results, and report card in gathering the needed data. It also employed the Pre-Test and Post-test control group design particularly on the testing pre-test and post-test of the experimental group research design to determine if there is an improvement in the performance of the experimental group wherein their teachers were exposed with developmental coaching.

RESULTS

In terms of the status of the need assessment of Science teachers in Mambugan National High School, it was found out that teacher respondent assessed teaching strategies, instructional materials used and assessment tools as very much evident. In terms of the teaching competencies of the teachers after being exposed to Developmental coaching, the performance of the students as revealed in their post-test was found out as very much evident. While on the effects of Developmental Coaching on the level of performance of the students in Science, it was found out that most of them obtained satisfactorily. Implementation of training and seminars would help teachers to become better educators.

DISCUSSIONS

The result of need assessment of teachers is well implemented but need further improvement in terms of teaching strategies, instructional, materials used and assessment tools. The level of performance of teachers exposed to developmental coaching in terms of teaching competencies are improving but more efforts have still needed to attain better output. The teachers are consistently performed in Science but have to improve and attend different training and seminars to attain mastery in teaching the said subject.

KEYWORDS: coaching, developmental, assessment

SUBMISSION ID: R04A-ANTIPO-0006

Effect of Disciplinary Problems Encountered By the Elementary Public Schoolteachers in Sto. Tomas South District to the Teaching Performance: A Basis for a Proposed Guidance Program

Angelita Razon, Elvie Jane Molato, & Eloisa Mae Malitao, Department of Education Sto. Tomas South

Abstract

INTRODUCTION
Disciplinary problems being complex require a kind of a positive attitude and desirable values such as commitment, concern and authentic love for children and service. The primary corollary task of the teacher is classroom management and discipline which are important factors to effective teaching.
Through this study, upon citing the common disciplinary problems that the elementary grade teachers would encounter. This study would be a good basis for what other strategy and approaches would be a teacher could think to solve any possible occurring problem. It is in this light that the researchers delved in this study.

METHODS
The researchers investigated the behavior problems manifested by the intermediate pupils and its relationship with their achievement on the five learning areas, the researcher employed the descriptive-survey method of research. It was deemed appropriate; hence, the researcher relied on the perceptions made by the three groups of respondents which too, were considered as subjects of the study. The respondents of the study included the two hundred three (203) public elementary school teachers in Sto. Tomas South District.

RESULTS
The main problem of the elementary grade teachers in Sto. Tomas South District was disrespect to the teachers, absenteeism, cheating, stealing, constant complaints of classmates and interrupting. The main causes of these disciplinary problems were a distraction like TV shows video games, radio programs, wholesome comics or magazines, gambling, gang and friend's activities. That the problems encountered by the teachers with their pupils had connections/relations with the pupils' attitude toward some factors around them like classmates, teachers and mass media.

DISCUSSIONS
The result indicates that the teachers are encouraged to be educationally equipped and have the appropriate knowledge to handle disciplinary problems among their students. The teachers need to maintain well-developed teaching and classroom management that will be of great help in handling the inadequacy of the behavioral structure of students. From the findings stated that there is no significant relationship on the disciplinary problems and factors that causing these problems, the school management, and the teachers should sustain and maintain the course of action regarding the imposition of these activities.

KEYWORDS: Absenteeism, Disciplinary Problems, Cheating

Effect of Exam Study Buddy System (ESBS) on the Fourth Quarterly Assessment Scores of Selected Grade 10 Students in Enhanced Mathematics

Rhea Marie Cesa, Cavite National Science High School

Abstract

INTRODUCTION
Sometimes, despite the interventions given by the teacher, there are still some students who got scores below 80% in the Quarterly Assessment. It was thought that something more must be done to help those particular students. On the other hand, there were students who consistently got scores of 90% and above in their Quarterly Assessment. In this regard, these students must be doing something right why they excel, and their help could be asked through peer tutoring.

METHODS
The study made use of Posttest-Only Design. The participants were 49 Grade 10 students out of the 56 students who got an average score of below 80% in the Quarterly Assessment for the 1st to 3rd Quarter of the School Year 2017-2018. Twenty-eight students, who got an average of 90% and above, served as tutors to their assigned peers for a week before the Fourth Quarterly Assessment. The tutor to tutee ratio is 1:2. The result of the Quarterly Assessment of the participants was obtained. The result of the QA exam of the participants was compared to 80% using the one-tailed t-test. The number of students and the percentage of students who got a score of 80% and above in the Fourth Quarterly Assessment was obtained. The average percent difference in the scores of the participants was computed, as well.

RESULTS
The percent difference of the scores from 80% was computed and had shown a +9.49% difference, or increase. The number of participants who got scores of 80% and above in the Quarterly Assessment was 83.67%. One sample t-test showed that there is a significant difference between the Scores of the Participants in the Fourth Quarterly Assessment after the ESBS and the hypothetical value of 80%.

DISCUSSIONS
This study showed that peer tutoring could be of help to their fellow classmates to improve their QA exam scores. The main benefits of peer teaching include the following: students receive more time for individualized learning; students feel more comfortable and open when interacting with a peer; and peers and students share a similar language, allowing for greater understanding. The above benefits could also be the reason why the scores of the participants have improved (Briggs, 2013). ESBS could be an effective tool to help students who struggle with Math Exams in CNSHS. It is recommended that a descriptive type of this study be done to find the effect of ESBS behaviorally on both the tutors and tutees.

KEYWORDS: Quarterly Assessment, intervention, peer tutoring, students

Effect of Gulayan sa Paaralan Program in Reducing Malnutrition among Pupils in Molino Elementary School for SY 2018-2019

Ruby Castillo & Sherwin Rabi Pura, Molino Elementary School

Abstract

INTRODUCTION

Gulayan sa Paaralan Program (GPP) is an initiative of the Department of Education which aims to promote love for labor, laboratory of learning and most importantly boost the awareness of the youth on the importance of health and nutrition. In our program in Molino Elementary School, the School-Based Feeding Program (SBFP) and school canteen have been associated with the prior program that is mentioned. Together, GPP and SBFP combined to support vegetable production and consumption among school children, provide food that is nutritious, and to address malnutrition.

METHODS

Children lacking proper nutrients have less energy, both physical and mental and because of that, they are not able to fully participate in class. With these programs, we created a partnership between our internal and external stakeholders to realize our vision" both stakeholders invested their effort in this program. Crops and Products from the school garden are utilized to sustain the school's feeding program and also used as an ingredient in the school canteen.

RESULTS

When the SBFP started in August 2018, a total of 79 underweight pupils was recorded from Kinder to Grade V. Each week of the month, from August to January, students are being nourished with food utilizing vegetables from the school garden. As a result of this program, out of 79 pupils, 65 of which is now considered as Normal based on the End line of Nutritional Status conducted by their advisers.

DISCUSSIONS

Based on the result of the nutritional status, it manifest that the Gulayan sa Paaralan Program played a huge part in sustaining the School-Based Feeding Program. Aside from being a lower cost alternative, Gulayan provides the right nutrition for the pupils that needed it most.

KEYWORDS: Gulayan, Malnutrition, Feeding, Nutritious

SUBMISSION ID: R04A-CAVITP-0923

Effect of Implementation of District-Based Instructional Supervision in Elementary School Teachers Competence

Vilma Luna, Department of Education - Cavite

Abstract

INTRODUCTION
District-Based Instructional Supervision in the Municipality of Silang is implemented and practice by school heads and master teachers in the municipality to carry out supervision. School heads and supervisors are empowered to do their roles and responsibilities as an instructional leader to assist the teachers for instructional improvements. Activities are done such as observation of classes to evaluate and monitor teacher's professional competence and checking how well educational standards practiced and implemented. They are designated as human resources for teachers on instructional issues, and concerns, and serve as a facilitator to enhance continuous improvement to achieve quality education in schools.

METHODS
In this research process, researchers used the method of quantitative and qualitative methods. Data for the study were collected through survey questionnaires, interviews and results of Learning Outcomes Assessment (LOA) for the 1st quarterly exam. The questionnaires were completed by 85 teachers including master teachers and interviewed to 10 school heads, with a total of 95 participants. During the three months of implementing instructional supervision, every teacher was supervised two times by master teachers and school heads and supervisors.

RESULTS
District-Based instructional supervision based on the perceptions of teachers from the survey questionnaire indicated that the majority of teachers agreed that district-based instructional supervision gave the school heads, supervisors and teachers opportunities to work together in establishing teaching objectives, helps teachers improve their teaching effectiveness and provides teachers with technical assistance of confronting their instructional techniques and pedagogy which need improvement. Based on the data gathered by the researcher, the majority of the participants were highly satisfied with the district-based instructional supervision. It was effective to enhance and improve teacher's competence.

DISCUSSIONS
The findings revealed that most of the participants experienced the practices and they showed a willingness to continue the practices. It was validated by the researchers through the result of the 1st quarterly report of teachers in the Learning Outcomes Assessment. Their learners had no record of very low mastery in different learning areas. This was also proven that school-based supervision could be good practice and should be done religiously. Teachers maximize their teaching performance and pupil's improved academic performance.

KEYWORDS: district-based instructional supervision, qualitative and quantitative, principals, teachers, Municipality of Silang.

SUBMISSION ID: R04A-CAVITP-1165

Effect of Instrumental Background Music in the Academic Performance in Mathematics of Grade One Pupils of Malabag Elementary School

Maricelle Baydan

Abstract

INTRODUCTION
Revisions in the educational curriculum were made to suit and cater to the needs and different aspects of a child's educational development particularly in the cognitive aspect. Researches and experiments are made and improved to specifically target students' abilities, skills, and talents. Children respond and sing along to the music. Children and adults alike rarely forget the nursery rhymes they grew up with. This is how we believe that cognitive memory is easily increased with music and rhyming songs. A majestic chorus can make one swell with excitement. But music may also affect the way one thinks.

METHODS
The study utilized the experimental Randomized Pretest-Posttest Control Group and the correlation research design method. This Experimental research aimed to find the Effect of Instrumental Background Music in the Academic Performance in Mathematics of grade one pupils. Three groups were assigned, Nursery Rhyme Music, Classical Music, and Control Group. The first measurement serves as the pretest, the second as a post-test. Measurements or observations are collected at the same time for both groups.

RESULTS
Most pupils were fair in their Pretest Mathematics academic performance. After receiving different kinds of instrumental background music during activities in Mathematics for four weeks, Experimental Groups showed remarkable improvements in terms of Post Test academic performance in Mathematics compared to the Control Group. The result of the test given to the three groups shows a significant difference in the Mathematics Post Test Academic Performance which means that the treatments given to the experimental groups are effective. The results show that learning took place within 3 groups but the most significant mean difference is with Classical Music. Exposure to background music shows influence in the cognitive in terms of attention and improved focus among pupils in the study showing positive response on the behavior, attention span and performance of pupils in the class.

DISCUSSIONS
Results demonstrate the need to encourage the teachers to further update their teaching competencies in Mathematics by enjoining the use of multimedia devices. Send teachers to training/workshop on new and innovative ways of teaching. Expose pupils to soft, quieting music/environment to help improve attention skills and improve focus in classroom activities. Integrate music to activities and play/ instructional materials during lessons in Mathematics and other subjects as well.

KEYWORDS: Instrumental Background Music, Academic Performance, Mathematics, Classical Music, Nursery Rhymes

Effect of Math Anxiety and Mathematical Intervention of Grade One Pupils on Mathematics Performance: Basis for Improved Teaching Strategies

Jenielyn De Guzman, Department of Education - Cavite Province

Abstract

INTRODUCTION

The study entitled "Effect of Math Anxiety and Early Mathematical Intervention of Grade One Pupils on Mathematics Performance: Basis for Improved Teaching Strategies" aims to Identify pupil with mathematical anxiety at an early stage and make a necessary intervention in order to eliminate and improve math performance in later years of their schooling. It seeks to answer: 1. what is the grade 1 pupils' attitude and performance toward Mathematics before and after MTAP and other interventions; 2. is there a significant difference in the pupil's attitude and performance towards math? 3. what teaching strategies may be proposed for the improvement of Mathematics performance.

METHODS

The study used multiple research design, descriptive and experimental design, the participants were the grade one and two pupils of Labac Elementary School, School Year 2014-2015. Purposive random sampling, Math Anxiety Scale teacher-made, and t-test were used.

RESULTS

Grade one pupils' attitude towards Math before the MTAP and other intervention indicate that almost half of the class doesn't kind Mathematics. The pretest of the pupils in the experimental (with MTAP) and control group (Without MTAP) was the same. The post-test performance in Math of the two groups differ significantly based on their mean score and the t-test computed value indicating the difference in their post-test performance and one of them performed better than the other. Comparing the t-test result of the group using the t-test indicates that the pupil's performance on each group differs significantly from each other. The group with MTAP or the experimental group learned better than the group with no MTAP considering the greater difference of their t-test obtained from the table values.

DISCUSSIONS

MTAP and other Math teaching instruments such as the worksheet, games and other student-centered activities can be used together with the teacher-centered approach for a variety of teaching strategies to eliminate the monotony of the class. By requiring pupils to assess their own knowledge, to recognize deficiencies, and to obtain the desired information through their own investigation at an early age will enhance their self-discovery, hence the MTAP intervention is essential to Science teaching and is recommended for use in every Science class. Pupils enjoy being the center of the instruction, more studies in our elementary setting should be conducted to develop pupil's self-confidence and enhance learning through self-discovery.

Effect of Mobile Gaming to the Exam Study Habits of Grade 12 HUMSS students in Padre Garcia National High School

Rea Sabalburo, Padre Garcia National High School, Batangas Province

Abstract

INTRODUCTION

Throughout the innovation of technology, the trend in playing mobile games spread in an instant. Mobile games happened to become one of the popular trends in this generation that everyone looks forward to. Because of the popularity and excessive playing of mobile games, the researchers come up to make a research about the effects of mobile gaming to the exam study habits of the students in Padre Garcia National High School. It aims to determine the possible effects of playing mobile games specifically in preparing for examinations.

METHODS

This research employed phenomenological study under a qualitative approach. The researchers constructed an interview guide as their instrument in gathering the necessary data. The subjects of the study were from 10 selected Grade 12 HUMSS students in Padre Garcia National High School, obtained through purposive sampling.

RESULTS

Based on the findings, students are fond of playing mobile games especially the Mobile Legends because of the excitement and enjoyment that it brought to the players and because of its attractive features. Students are playing mobile games and became addicted to it because it is their source of entertainment and it serves as their stress reliever. Mobile gaming can have an effect on the gamer depending on how the gamer manages to play mobile games and depending on how they control and limit themselves in mobile gaming. Time management is important for students to be able to manage their time properly in terms of mobile gaming and studying. Mobile gaming has a good effect as it can enhance the thinking skills of the students that enable them to study properly, and has a bad effect like it hinders the student to study properly and to have sufficient time to study, especially when there are upcoming exams.

DISCUSSIONS

The findings suggested that students may have discipline, control, and limitation among themselves in terms of mobile gaming. Teachers may pay more attention to mobile gamer students to limit them from the excessive playing of mobile games. School administrators and facilitators may administer programs and activities that can make students actively participate in it that can help to lessen their time playing mobile games and make them aware of the positive and negative effects of mobile gaming more especially to their study. They may also strongly prohibit bringing of a cellphone in school to avoid the students from playing mobile games, especially when there are upcoming exams.

KEYWORDS: Mobile, gaming, study, habit

SUBMISSION ID: R04A-BATANC-0138

Effect of Modular Intervention Materials in Teaching Permutations and Combinations

Angel Esteron & Gina Burgos, GEANHS

Abstract

INTRODUCTION
To ensure the learners' optimum potentials in learning across all learning areas, The Division of Cavite Curriculum Implementation Division recommended Projects and Programs for SY 2018 - 2021 such as HI-TEACH, POWER IT UP, I-LIKHA, AGAP, SALIK SURI, PROJECT KALINGA. With the desire to increase the achievement level of the students in Mathematics 10, the proponents conducted an experiment on the "Effect of Modular Intervention Materials in Teaching Permutations and Combinations Among Grade 10 Students in Gen. E. Aguinaldo National High School- Bailen", SY 2018 - 2019.

METHODS
The proponent used the experimental type of research to determine the effect of the modular intervention materials in teaching Permutations and Combinations. The proponent used Purposive Sampling to come up with the desired composition of respondents. The proponents selected the controlled and experimental groups assuming that the two sets of respondents had the same level of abilities in Mathematics 10 from the start of this action research. The proponents used a module in teaching Permutations and Combinations consisting of ten (10) activities to be answered at home by the students who belong to the experimental group. The statistical tool used was the t-test. After the experimental period, the controlled and experimental groups were given a 40-item test to determine the computed t- value.

RESULTS
The t - computed value is -4.15 which is beyond the critical value of 2.021 at 0.05 level of significance with 40 degrees of freedom. The null hypothesis is therefore rejected in favor of the research hypothesis. This means that there is a significant difference between the scores obtained in the test on Permutations and Combinations by the students with modular intervention materials compared with the students with no modular intervention materials.

DISCUSSIONS
This study showed that localized and contextualized intervention material contributed to an increase in the mastery level of the experimental group, so, this will be given to all Grade 10 students in the succeeding years to support the Division of Cavite, Curriculum Implementation Division's recommended Projects and Programs for SY 2018 - 2021: Hi-Teach, Power it Up, AGAP, SALIK SURI and KALINGA. Development and implementation of remediation, reinforcement and intervention plans across all learning areas, such as but not limited to: Remedial teaching, Home Based Module Utilization Approach, Enhancement activity after class and etc. were recommended.

KEYWORDS: effect

SUBMISSION ID: R04A-CAVITP-1266

Effect of Module on the Academic Performance of Grade Six in Elementary Agriculture Towards an Enhanced Modular Instruction

Teoderick B. Macatigbak, Department of Education/Teacher

(Adviser: Teoderick Macatigbak)

Abstract

INTRODUCTION
In the Philippine context, education remains a zenith priority. Despite the various development plans and projects formulated by the government and different sectors. The teacher must be competitive to improve his teaching competency.
Teachers encounter different problems in teaching such as lack of facilities and equipment which affects the performance of the students and lack of textbooks and other instructional materials that hamper the teaching process. LPES always looks for innovations that will help them in their teaching strategies that will produce quality education. The study was conducted to evaluate the effectiveness of the enhanced module in teaching elementary agriculture in improving the academic performance of Grade VI pupils in Elementary Agriculture during the school year 2018-2019.

METHODS
This study utilized the experimental matched group design because of its appropriateness to the study. In this design, two groups are matched one is the experimental group and the other is the control group. The experimental group is exposed to the experiment or independent variable while the control group is not exposed to the experiment variable.

RESULTS
Both groups are at the beginning level. Scores in both groups are scattered showing heterogeneity. This manifests that the control group and experimental groups are of parallel academic performance in Elementary Agriculture at the start of the experiment. There is a significant difference between the computed means of scores of the control and experimental groups in the Pre-Test. The academic performance in the Post Test of Control and Experimental group is higher than the results of the Pre-Test. Therefore, treatment for both groups is effective. There is no significant difference between the achievements of the two groups in the Post-test. The groups are equated. The results revealed that learning took place in both groups.

DISCUSSIONS
The experimental and control groups should be equal in terms of academic performance at the start. Post-tests results have to be determined to find the effect of the teaching-learning process. The significant difference between the post-test results will reflect the effect of the intervention on the experimental group as compared to the control group. Encourage the use of the Instructional Module since it gives a greater gain in the teaching-learning process. Teachers should try craft/ develop modules suited to the students' level of readiness and understanding to further enhance the academic achievement of students.

KEYWORDS: Modular Instruction, Elementary Agriculture, Academic Performance

SUBMISSION ID: R04A-BATANP-0847

Effect of Multimedia in Grade One with Reading Difficulties in Patutong Malaki Elementary School

Emerlina O. Adan, Jessica P. Lleva, & Rolyn S. Rollon, Department of Education

(Adviser: Emerlina Adan)

Abstract

INTRODUCTION

Most grade one student will learn to read, no matter what method is used to teach them. According to some research, about 10 million children have difficulties learning to read. In this study, we determined the effectiveness of multimedia teaching to children with reading difficulties. We also provided background information that will help reading specialists, education technology specialists, classroom teachers, and special education teachers work together to understand, evaluate, and implement effective uses of multimedia to grade one student in reading programs.

METHODS

The researcher used 100% grade one students with reading difficulties. The reading academic achievement of each first-grade student was analyzed using the mean scaled scores. Since this study will be descriptive in nature, the normative survey will be used, the chief instrument of gathering the data will be the survey questionnaire. To ensure a valid, reliable and objective analysis and interpretation of data, specific statistical tests were chosen by the researcher based on the assumption of the study generated from the research problem.

RESULTS

The salient findings of this study were as follows: multimedia is regarded by students to be a positive change that they welcome with open arms. It requires students to be more engaged in the learning process so they are more motivated when it is used. The better multimedia mediums are correlated the better the effect on students. For example, if the teacher uses a PowerPoint to explain her lesson and has pictures to go along with the words on her power point the student is going to retain more information. Audio and visual multimedia correlate best together and are the two most effective types of multimedia for student's retention and understanding of material when combined. Students are also affected by multimedia in a positive way because it makes what is being learned to seem more applicable to real life. Student's academic success is shown to be better when multimedia is used than it is with traditional methods of teaching. When learning is the purpose of teaching, this is the most important effect on students to consider.

DISCUSSIONS

Student's academic success is shown to be better when multimedia is used than it is with traditional methods of teaching. When learning is the purpose of teaching, this is the most important effect on students to consider.

KEYWORDS: Effect of Multimedia in Grade One with Reading Difficulties

SUBMISSION ID: R04A-CAVITP-1401

Effect of Multimedia-Aided Teaching on Pupils'academic Achievement and Attitude Toward Science among Grade 3 Pupils in Libjo Elementary School

Carina Bagon, Libjo Elementary School

Abstract

INTRODUCTION
It has been reported in different studies that Multimedia-Aided Teaching (MAT) improves students' attitudes towards Science. One of the most important promises of multimedia is that learners appreciate multimedia explanations better than just words alone (Meyer, 1999). Through multimedia, students learn better because the instruction presented is in a meaningful way using sounds, pictures, and animations that foster deep learning (Praveena & Srinivasa, 2011). The research aims to investigate the comparative effectiveness of Multimedia Aided Teaching (MAT) on students' academic achievement and attitude at the elementary level in teaching Science.

METHODS
 Pretest-posttest control group design was used in the study. In this design, a randomly selected sample was divided into two groups: experimental and control group which were tested before treatment. The experimental group is given a new learning strategy while the control group is treated traditionally. Slovin's formula was used to determine the number of participants. Twenty pupils in each group participated in the research. The treatment was given for a period of sixteen (16) weeks. Valid and reliable questionnaires were used as data collection tools. Attitude Toward Science Scale (ATSS) was used to measure the attitude of both groups before and after the treatment. An independent sample t-test was used to analyze the data.

RESULTS
 Post-test and pre-test were conducted to track pupils' academic achievement in Science. Pupils were able to learn better and understand the concepts presented using MAT. The lessons presented through this are more effective and attractive because of the animations, sound, and video and audio clips. It also helps pupils develop better comprehension. It also encourages students to think critically and expose to different Science phenomenon. Results revealed that there is a significant difference in post-test scores of the experimental and control groups and in attitude towards the Science of the control group. Therefore, MAT has changed the teaching and learning process.

DISCUSSIONS
 The results demonstrate the need for the teachers to adopt MAT in teaching Science at the elementary level. It promotes more effective learning and positive attitude development in Science education. By knowing the pupils' learning styles according to their individual differences, we can motivate students towards learning to improve their attitude. Also, orientation and sufficient training as to how to develop multimedia programs must be given to teachers.

KEYWORDS: Multimedia-Aided Teaching (MAT), Pupils' Academic Achievement, Attitude

Effect of Multiple Exposures and Interactive Games in Building Science Vocabulary of Randomly Selected Grade 9 Mahogany Students of Ternate National High School

Marinelle Eslabon, Department of Education - Cavite

Abstract

INTRODUCTION
This study entitled "A Study on the Effect of Multiple Exposures and Interactive Games in Building Science Vocabulary of Randomly Selected Grade 9 Mahogany Students of Ternate National High School" focused on the effect of interactive games in building science vocabulary. It aimed to determine how increased motivation, challenge, games, and innovation will improve vocabulary building of students as they are exposed to different terminologies.

METHODS
This study utilized a thirty (30) item multiple choice teacher-made test that covers the first quarter (Biology) was used as a research instrument of the study. A pre-test and post-test design method were used to compare the degree of change occurring as a result of multiple exposures of science terminologies and interactive games in building the vocabulary of the students. The respondents of the study were twenty-five (25) randomly selected students of Grade 9 Mahogany enrolled at Ternate National High School during the school year 2015 -2016.

RESULTS
The results were collected and analyzed statistically. The following conclusions were drawn: (1) After the interactive games were conducted, the result of the science vocabulary test increased by 8.84. It is concluded that interactive games caused a significant increase in the performance of the respondents. (2) The null hypothesis is rejected. Therefore, there is a significant effect on student's science vocabulary after multiple exposures and interactive games.

DISCUSSIONS
Based on the outcome of the research, the researcher recommended that these interactive games will be incorporated in the lesson and other innovative and enjoyable interactive games can be created to be played by the students as part of the quarterly familiarization and reinforcement of Science Terminologies for each grading period.

KEYWORDS: Science Vocabulary, Multiple Exposures, Interactive Games, Biology

Effect of Phonics Intervention to Beginning Readers

Marivic Buenaflor, Department of Education

Abstract

INTRODUCTION

Phonics reading is very important in helping children to recognize and associate sounds of the letters of the alphabet in the word they read. This will help them to improve their reading skills and efficiency. That is why the researcher come up with phonics intervention.

The purpose of this action research was to assess the effectiveness of phonics intervention to the identified 19 pupils with difficulty in recognizing letters and letter sounds out of 43 pupils in Grade One-Anthurium of Cabagnan Elementary School, South District of Tabaco City Division to increase their basic readiness skills. Exploring effective strategies to build letter and sound recognition, sight word recalling, and listening comprehension for pupils was an important part of this study.

METHODS

The descriptive- correlational method was employed in the study. Tables were used to determine the pre and post-test. Results were analyzed using the mean, percentage, and t-test for correlated samples.

RESULTS

Through the analysis of data, the grade one phonics intervention proved to have gained on pupils' scores on the assessment given. The pre-test performance level was 25.38% and the post-test Performance Level was 90.60%. there was a significant difference in the performance of Grade 1 pupils in the pre and post assessment. Phonics intervention is an effective way to improve the beginning reading skills of the pupils.

DISCUSSIONS

In the light of the findings and conclusion, the following recommendations are given: Teachers in early grades should give more emphasis on phonics to develop a solid foundation for more advanced decoding skills of the pupils. It is important that teachers choose strategies/ techniques to be used in the delivery of instruction. Phonics instruction should be taught in a systematic way. An ordered, sequential program that examines all phonics components is one of the keys to successful pupils' achievement. Extensive trainings, seminar and workshop should also be organized for primary teachers.

KEYWORDS: Phonics intervention is necessary to help children learn to read.

SUBMISSION ID: R005-TABACO-0013

Effect of Question and Answer Method in Teaching Electricity Lesson in Grade 7 Students for Sy 2016 - 2017

Jenny Ann Soriano, Department of Education-CNSHS

Abstract

INTRODUCTION

Questions answers direct a pupil's attention toward the lesson content. Inviting students to participate by asking questions also prompts them to think that it is their class rather than your class. Questions are the core of effective teaching and the essence of good teaching is related to good questioning. Questioning serves a number of essential functions in teaching and is closely related to the accomplishment of the school's educational goals. This study aimed to use Question and Answer Method in teaching Electricity Lesson in Grade 7 since electricity was one of the topics with low mastery level. This strategy further aimed to prepare the students for the next grade electricity lesson.

METHODS

This was the procedure used in the study: a teacher's question, a pupil's response, then comment by the teacher. This was the Initiation-Response-Feedback exchange or IRF. A set of higher-order questions were given to students before the lesson starts. During the lesson proper: questions were asked in a less frequent manner; a wait-time of three seconds was practiced; the teacher's feedback was given; the correct response was validated and praises were given. The pre-test/post-test control group experimental design was used in this study. The draw lots of sampling technique was done to select the experimental and control groups. All students from both groups were the subjects of the study. Both groups were given the same 10 item pre-test and post-test.

RESULTS

The pre-test and the post-test scores of the experimental group were higher than the control group which were 4.89 - 4.27and 7.76 -
6.86 respectively. The t-test for two independent samples revealed that in the pre-test scores, the ttab>tcal, hence, there is no significant difference between the pre-test scores of the two groups. The t-test for two independent samples for the post-test showed that the ttab<tcal, hence, there is a significant difference between the post-test scores of the two groups. Using a paired t-test, the tcal>ttab for both sections, meaning, there is a significant difference between the post-test and pre-test scores of both groups.

DISCUSSIONS

Results showed that both sections were comparable in terms of initial knowledge in electricity and the use of Question and Answer Method was effective in teaching electricity lessons in Grade 7. It was recommended however to try this method to higher grades to have better results since younger students tend to focus only on the material that will help them answer the questions.

KEYWORDS: Teaching Strategy

SUBMISSION ID: R04A-CAVITP-0874

Effect of Rusbult's Problem Solving Strategy (Rupss) on Secondary Students' Problem Solving Attitude, Motivation and Achievement in Algebra

Cecilia Verdadero, Department of Education Calubcub 1.0 National High School

Abstract

INTRODUCTION
Mathematics is a subject that is vital for gaining a better perspective on events that occur in the natural world. A keen aptitude for math improves critical thinking and promotes problem-solving abilities. One specific area of mathematical and geometrical reasoning is algebra which allows the basic operations of arithmetic, such as addition, subtraction, multiplication, and division without using specific numbers. This study is based on the premise that the Rusbult's Problem Solving Strategy will develop the student's attitude towards solving ability. Because of the relevance of algebra in daily activities and in preparation for college, all high school students must have mastery of the subject matter in Algebra.

METHODS
This study was conducted in Calubcub 1.0 National High Schools in San Juan District, San Juan, Batangas. To carry research work, the researchers used descriptive and experimental methods as her research design. The questionnaires were distributed to the four sections of Grade 7 students of Calubcub 1.0 National High School. The data gathered during the pretest and posttest, tallied, tabulated, analyzed and interpreted through the use of weighted mean, ANOVA and Spearman Rank Correlation.

RESULTS
This study found out that the respondents revealed moderate agreement in describing their problem-solving attitude before the intervention of Rusbult's Problem Solving Strategy. Both groups of students perceive themselves as being fairly equipped with problem-solving attitude in Algebra. The respondents have shown neither positive nor negative problem-solving attitude towards mathematics. In connection to students' achievement in Algebra, the students who are exposed to Rusbult's Problem Solving Strategy showed higher achievement in their knowledge and problem-solving ability in Algebra than those who are taught using the traditional method. There is a significant improvement in the problem-solving attitude of students when the Rusbult's Problem Solving Strategy is used.

DISCUSSIONS
Based on the results of this study, it was implied that the Rusbult's Problem - Solving Strategies should be tried in other Mathematics subjects as an effective problem-solving strategy. Seminars and in-service programs should be organized by the school administrators and mathematics associations of teachers to be acquainted with the teaching of Algebra and other Mathematics subjects using Rusbult's problem-solving strategies.

KEYWORDS: Rusbult's Problem - Solving Strategy

SUBMISSION ID: R04A-BATANP-1536

Effect of School-Based Feeding Program on the Academic Performance of Grade III Severely Wasted and Wasted Pupils

Andrea Abalon, Department of Education, Tabaco City Division

Abstract

INTRODUCTION
Hacienda Elementary School (HES) is an island school that caters to a total population of 482. This school year, only 64 pupils are considered to be the recipients of the School-Based Feeding Program (SBFP) as they either fell under Wasted or Severely Wasted categories in the Nutritional Status. SBFP is on its 4th-year implementation as it started in 2014.

METHODS
This action research covered 10 Grade III pupil-recipients from a total of 64. The purpose of the study is to consider the effect of the School-Based Feeding Program on the academic performance of Grade III Severely Wasted and Wasted pupils in HES for the school year 2017 2018. It made use of statistical tools to answer the research questions. Periodical tests were used to test the mastery level and proficiency level of the pupils in all subjects. This action research covered 10 Grade III pupil-recipients from a total of 64. The purpose of the study is to consider the effect of the School-Based Feeding Program on the academic performance of Grade III Severely Wasted and Wasted pupils in HES for the school year 2017-2018. It made use of statistical tools to answer the research questions. Periodical tests were used to test the mastery level and proficiency level of the pupils in all subjects.

RESULTS
The researcher was able to find out that the averaged result of the children's grades was 79.2%. This was taken before the feeding program started. She also computed the average result of the recipients' grades after the feeding program and the result was 82.1%. It can be noted that there is only a 2.9% increase in the pupils' academic performance after the program implementation.

DISCUSSIONS
Using a t-test, the researcher calculated for the significant difference before and after the feeding program. The result showed that the t-computed value of -12.4357 was beyond the t-critical value of -2.262 at 0.05 level of significance with 9 degrees of freedom thus the null hypothesis was rejected. It means that there is a significant difference in the academic performance of Severely Wasted and Wasted pupils before and after the feeding program. It implied that the School-Based Feeding Program (SBFP) was effective in increasing the academic performance of the 10 pupil-recipients in Grade III.

KEYWORDS: EFFECT OF SCHOOL-BASED FEEDING PROGRAM ON THE ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-BATANP-1536 R005-TABACO-0006

Effect of Socio-Economic Status on Academic Achievement of Senior High School in the Five Strands, S.Y. 2017- 2018

Mary Grace Alano, Department of Education - Cavite

Abstract

INTRODUCTION
The researcher aimed to analyze the effect of socioeconomic status on academic achievement of senior high school in the five stands.

Especially, it sought to answer the effect of socioeconomic status on the academic achievement of senior high school students, in terms of parental level of education of students' academic achievement ; parental occupation has on students' academic achievement, parent's income on students' academic achievement, family size on students' academic achievement, and parental motivation have on students' academic achievement.

METHODS
The data collected were analyzed using mean, standard deviation and Pearson Correlation statistics. The mean was used to answer the research questions while the Pearson Correlation statistics was used to test the Null hypothesis at 0.05 level of significance.

RESULTS
The results of this research reveal that most ages of senior high students were in the range of 15-18, and most of the respondents were female. From their family background, most of the student was in the range of P15, 790 - 31, 569 family income with the family size of 5-8 and most of their guardians/parents was driver/contractor. But most of the respondents were in the above average of their academic achievement. The socio-economic shows that parents' education level, family income, and parents' level of motivation influences the academic achievement of the students.

DISCUSSIONS
Based on the result, there is a significant relationship between socio-economic status and academic achievement of the students in senior high school. Hence, it is recommended that parents, as a matter of importance, should diversify their sources of income so that they can be able to provide fund their children in school for better academic achievement. They should be actively involved in encouraging students to learn and also in supervising students' academic work at home. Students' should give serious attention to study at home, in addition to other various works done, since the amount of effort they put in their studies influence their academic achievement.
Teachers should be motivational in their teaching and use different teaching methods so as to go along with all categories of students. This will help bridge deficiencies from the negative family background. Lastly, the government should create employment opportunities for the graduate of various institutions of higher learning.

KEYWORDS: senior

SUBMISSION ID: R04A-CAVITP-0069

Effect of Socio-Economic Status in Choosing Accountancy, Business and Management

Rea Narisma, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

This study aimed to know the relationship of Socio-economic status of the students of Grade 11 students of General Mariano Alvarez Technical High School for the school year 2017-2018 to their decision making in choosing the ABM strand. Specifically, it aims to know the advantages and disadvantages of choosing the ABM strand in relation to the student's Socio-economic status.

METHODS

A descriptive case study method was utilized in this research through an interview and is limited only to six (6) ABM students of General Mariano Alvarez Technical High School.

RESULTS

The study shows that the Socio-economic status affected the students in achieving their goals of pursuing their dream course or jobs in the near future. Based on the gathered data, the socioeconomic status of the students serves as their motivating factor to strive hard and to have a bright future.

DISCUSSIONS

The study suggests that the students should be enlightened on the advantages and disadvantages of pursuing the ABM strand. Planning and anticipation are also essential for the readiness of the students who want to pursue this track.

KEYWORDS: Socio-Economic, Status,

Effect of Teachers Attitude on Pupils Motivation of the Grade - Four Pupils of Palingowak Elementary School

Paraluman Maulion, Department of Education

Abstract

INTRODUCTION
Motivation influences the teaching process and the teachers use it as a weapon for a successful teacher. The motivation of a teacher develops the interest of students in subjects. Without motivation, learning is not possible. Teacher attitude has a great impact on pupil's motivation and their achievement in the subject. The concern of teachers should be the students' achievement. When students are motivated, then learning will easily take place.

METHODS
The researcher utilized a descriptive method of research, and the data was interpreted, analyzed, and discussed. Each item in each category ranges from a scale of 5-1 where 5 rated as Strongly Agree while 1 as Strongly Disagree. The questionnaires were collected and data obtained were tabulated in tables and interpreted using the simple percentage, while the open-ended questions, answers that were given by the students with the most frequency were noted.

RESULTS
Research findings revealed that teacher's different learning styles used in the classroom create a comfortable atmosphere. It is also clearly stated that teacher attitude is effective for pupil's motivation. Teachers can then adapt their teaching styles to suit the learning styles of students. Student's motivation for class participation, affirm that they always prepared in class. Teachers are aware of the important role of education in an individual's life that is why as much as possible, they must be equipped with the knowledge of the ever-changing trends in education.

DISCUSSIONS
The teacher's attitude affects the learner's motivation when it comes to the different categories presented. The grade four teachers successfully facilitate learning and helped them persist in fulfilling their learning goals even when they encountered learning difficulties. Student achievement is influenced by factors other than the teacher's actions, it is also important to understand students' perceptions of teacher attitudes, as these relate to their own learning. Accordingly, research studies have been conducted to examine students' perceptions of teaching styles. The studies enable educators to be aware of students' perspectives and to recognize the need to make adjustments in teaching were differences between students' perceptions and preferences of their lecturers' teaching styles.

KEYWORDS: Teachers' attitude, motivation, learning styles

SUBMISSION ID: R04A-BATANP-0824

Effect of the Implementation of Numeracy Tools in the Academic Performance of Grade Six Pupils in Mathematics at Subic Elementary School

Cornelia De Sagun, Department of Education

Abstract

INTRODUCTION
Striving for excellence in Mathematics encouraged the researcher to determine the effect of the implementation of numeracy tools in the performance of Grade Six Pupils in Mathematics at Subic Elementary School. Numeracy skills were found to be one of the major concerns with all teachers worldwide. It is essential to optimize pupils' performance in Mathematics using different strategies and tools. This research was useful to teachers, pupils and researchers to continuously enhance the numeracy skills of the pupils to improve their academic performance.

METHODS
A descriptive study was conducted in order to determine the level of mastery and performance in basic skills through the use of pretest and posttest in numeracy assessment tools. Through teachers' observation on the result of the first and second grading, tabulated results and frequencies of the pupils' grades were used to show the effect of the tool to the academic performance of grade six pupils. Both quantitative and qualitative research was used to gather the desired data. In the context of this, an interview provided a better understanding of how numeracy tools influenced the academic performance of the pupils in Mathematics.

RESULTS
The results of the study indicated that during the second grading wherein numeracy tools were utilized, it was presented that the result had a great difference as compared to the first grading. Grade Six-Sampaguita had a growth of three percent Grade Six-Golden Shower had an increase of two percent, and Grade Six-Rose had acquired a gap of two percent. The findings showed that numeracy tools had great effects on pupils' performance such as numeracy tools raised the academic performance of the pupils in Mathematics, pupils became interested in answering competencies, it developed awareness and self-confidence among learners, the tools developed a better understanding of Math concepts and skills, it served as a gauge in determining the level of understanding in each competency, active participation in oral and written assessment were observed, it formed good study habits, more encouraged and motivated to learn.

DISCUSSIONS
The result of the test conducted among grade six pupils attributed their skills and competencies learned which resembled the effect of the implementation of numeracy tools. We need to take action and do something specific to get better results in pupils' academic performance. It was necessary to give enough emphasis, time and effort to utilize tools for pupils' academic success.

KEYWORDS: numeracy tools, academic performance

SUBMISSION ID: R04A-BATANP-1612

Effect of the School-Based Feeding Program (SBFP) on the Performance Level of Grade VI Pupils in Filipino

Mila Tomara, Department of Education Tabaco

Abstract

INTRODUCTION

Health and nutrition are one of the factors affecting the academic performance level of learners. The implementation of the School-Based Feeding Program (SBFP) is the government's national priority based on DO 51, s. 2016. It addresses to improve the undernutrition problem and short-term hunger of the target beneficiaries who are under severely wasted and wasted from kinder to grade VI in the elementary level based on nutritional status baseline report. It also aims to improve school attendance and to reduce drop out in schools, and nutritional values and behavior.

Based on the consolidated Baseline Nutritional Status Report, it was noted that out of 307 enrollees in Cobo Elementary School, six (6) of them were severely wasted and nineteen (19) were wasted.

The feeding-teacher tried to find out the effect of SBFP on the academic performance of the nine (9) beneficiaries from Grade VI of Cobo Elementary School in Filipino. Two of them were severely wasted and seven were wasted.

METHODS

This study used descriptive survey research to gather the data needed in answering the problems identified by analyzing and discussing the result. It was a fact-finding with adequate interpretation. The descriptive method was something more and beyond just data- gathering; the latter was not reflective thinking nor research. The true meaning of the data collected has been reported from the point of view of the objectives and the basic assumption of the project underway. This follows logically after careful classification of data. Data must be subjected to the thinking process in terms of ordered reasoning (Aquino, 1974). The responses have been recorded, tabulated, computed, and statistically treated.

RESULTS

Based on the findings in the academic performance in Filipino VI there was 30.9% increased after the implementation of SBFP. This means that there was a significant difference in the pre-test and post-test results. To sum up, the performance level was increasing after the implementation of SBFP. It implies that the School-Based Feeding Program (SBFP) was effective in improving the academic performance of Grade VI pupils in Filipino.

DISCUSSIONS

The researchers suggested that the implementation should be sustained not only for the wasted and severely wasted pupils but for all the school children enrolled from kindergarten to grade six of the school where malnutrition is apparent.

KEYWORDS: NUTRITION, WASTED, SEVERELY WASTED, ACADEMIC PERFORMANCE, FEEDING, HEALTH,

SUBMISSION ID: R005-TABACO-0050

Effect of Vocabulary Development through Reading among Grade V Pupils Belong Under Frustration Level

Abbah Nabby Galarse

Abstract

INTRODUCTION
The aim of this study is to improve the comprehension level of deliberately Grade V pupils that fall under frustration level through vocabulary development.

Vocabulary plays a primary role in the reading process and is reprove to reading comprehension. A reader cannot understand a text without knowing what most of the words mean. With that, this study came out to help them to move forward and be suitable for their grade level comprehension skill. Pupils are expected to show improvement in their comprehension reading ability and through vocabulary development, they can gradually become one more step closer to the level they up to.

METHODS
After profiling the pupils, this study came up with the purposively selected respondents composed of 23 Grade V pupils. These pupils undergo pretest and post-test. The comparative method was used to gather data from the above-mentioned test assessment.

RESULTS
Based on before and after results, almost all the respondents marked improvement from frustration to the instructional level of 75%. The result shows that there is a significant relationship between vocabulary development in reading and improvement in comprehension level.

DISCUSSIONS
This study implied that vocabulary development through reading is an effective tool in improving their reading ability from frustration to an instructional level based on the result of Post IRI.

With this study, pupils who belong under the frustration level evidently displayed that they can improve their comprehension level with the help and encouragement of the teacher. This can be used as a reference for another intervention program in reading.

KEYWORDS: Utilization, Inquiry Based, Approach, Teaching

Effective Classroom Management through Seating Arrangement as Practiced by the Accountancy and Business Management (ABM) Class at Padre Garcia National High School-Senior High School

Anabella Dimaculangan, Department of Education, District of Padre Garcia, Padre Garcia National High School

Abstract

INTRODUCTION
Managing students to learn inside the classroom is one of the most difficult aspects of classroom learning. Could the way the students' seating arranged be helpful in managing them to learn? This paper aimed to identify the seating plan that will enhance classroom management. It involved two (2) Accountancy and Business Management classes with 41 students each under one teacher at Padre Garcia National High School- Senior High School, Batangas, Philippines.

METHODS
Through the descriptive method with a survey questionnaire, the study was conducted for a week wherein three (3) seating arrangements are compared. The seat plans were implemented for a quarter and these arrangements are: traditional rows free seating, traditional rows arranged by the teacher based on academic performance, and horseshoe seating. Comprehension tests were also conducted to compare and contrast each seating arrangement.

RESULTS
Results show that students who were asked to seat according to academic performance improved the classroom management. The test scores of the students while arranged in the three mentioned plans further affirmed that students will perform best when they seat according to their overall class performance.

DISCUSSIONS
Among other effects, classroom noise was also significantly lessened while students' seat in the recommended arrangement. Implications of seating arrangements to classroom management were also discussed in the study.

KEYWORDS: Classroom Management, Seating Arrangements, Senior High School

SUBMISSION ID: R04A-BATANP-0192

Effective Comprehension on Strategies for Struggling Readers in Grade V Pupils

Laila T. Ambat, Cavite

Abstract

INTRODUCTION

How do children excel in learning if they struggle with the basics of reading? To help students struggling in reading used intervention in reading so that they experience better outcomes in school particularly in fluency, decoding, vocabulary, and comprehension.

METHODS

The study utilized a pre-test and post-test design method to compare the results of the project to help struggling readers to conduct a reading short stories with five questions to answer and figure out the fluency, decoding, vocabulary and comprehension that cover the lesson used as a research instrument of the study. This study utilized a pre-test compare a degree of change occurring as a result of the project to help struggling readers in Grade V pupils.

RESULTS

Struggling readers in Grade V pupils improved the ability of reading using intervention of reading. There was a significant difference on academic performance in reading skills after the intervention program was utilized.

DISCUSSIONS

The implementation of reading intervention, the struggling readers helping improved in reading fluency, decoding the words, adding vocabulary and can comprehend. The study showed the progress of the performance of pupils and had confident in reading after the project program utilized. The study focused on how to help struggling readers. It aims to determine the performance of the learners to have confidence in reading so that they experience better outcomes in school particularly in fluency, decoding, vocabulary, and comprehension.

KEYWORDS: Reading is the key to lead us in our journey to success.

SUBMISSION ID: R04A-CAVITP-1191