

Table of Contents

EDUCATION	51
"Don't English Me I'm Panicked": The Level of Motivation and Language Anxiety on Second Language Acquisition of Selected Senior High School Students in Gen. Vito Belarmino National High School	52
Mark Jhobeth Pardillo SUBMISSION ID: R04A-CAVTTP-1478	
"Don't English Me I'm Panicked": An Investigation of the Level of Language Motivation and Language Anxiety of Selected Tmcshs Gas Students	53
Caroline Eugenio, TMCSHS SUBMISSION ID: R04A-CAVTTP-0121	
"Educational Computer Games: Its Effect to the Vocabulary Skills"	54
Minariza Gillaco, Department of Education - Division of Calamba SUBMISSION ID: R04A-CALAMB-0435	
"Effectiveness of Jigsaw in teaching reading among (Junior) Sophomore Students of San Vicente II National High School: Basis for Improved Instruction"	55
Joan Razonado, Department of Education SUBMISSION ID: R013-SURSUR-0136	
"Evaluate the Impact of Concept Mapping in Teaching Human Body System on 5th-Grade Students Science Vocabulary Achievement"	56
Aileen Pedriña, Cynthia C. Cadua, Maribeth E. Villa, & Reymar V. Sasot, Department of Education SUBMISSION ID: R04A-CAVTTP-0717	
"Figure Me If You Can": A Strategy to Improve the Pupils' Mastery Level in Analyzing Figurative Language in English 5	57
Rio Jane Francia, Department Of Education SUBMISSION ID: R013-SURSUR-0243	
"Gulayan sa Paaralan": A Basis for a Sustainable Development Program	58
Maila Dogelio, Tagaytay City Science National High School SUBMISSION ID: R04A-CAVTTP-0803	
"Guro't Magulang Magkabalikat sa Pagpapabasa": A Continuous Improvement Plan to Assess and Improve the Reading Performance of Grade Three Pupils of Halang Elementary School	59
Joy Del Rosario & Cielito Lucero SUBMISSION ID: R04A-CAVTTP-0428	
"I Have!" Who Has?": An Activity to Address the Misconceptions in Adding and Subtracting Integers	60
Mary Jane Sarmiento, Master Teacher II SUBMISSION ID: R04A-BATANP-0670	
Improving the Reading Comprehension Ability in Araling Panlipunan 9 Through Reading Remedial Classes Using AP 9 (Ekonomiks) Module for Grade 9 Students	61
Judan Fructuoso, Department of Education SUBMISSION ID: R04A-CAVTTP-0766	
"Improving Reading Skills and Readers-At-Risk of Grade 3 Pupils of Gregorio A. Herradura Elementary School through Phonics Approach	62
Maricel Ancog, Department of Education SUBMISSION ID: R04A-LAGUNA-0180	
iPhone" (Instrument of Pupils that Help on their Needs on Exploration) and Reading Comprehension Skills of Grade 4 Pupils of Rizal Elementary School	63
Luz Marie Francia, Department Of Education	

SUBMISSION ID: R002-QUIRIN-0017

"I-RACE (Individualized Reading and Comprehension Engagement): Enhance the Reading Skills and Performance among Grade 6 Pupils of Dayapan Elementary School" 64
Marilene Ubarre & Maria M. Lumbres, Department of Education
SUBMISSION ID: R04A-TANAUA-0177

ISAPUSO (Intervention as Special Action to Pupils Under Supervision to Enjoy Opportunity in Reading) 65
Annette P. Rocillo, Maria Vinalyn Prado, Marilyn R. Rocillo, & Thelma M. Tuliao, Galicia Elementary School
SUBMISSION ID: R04A-CAVTTP-1560

"Laro Ko, Dunong Ko": An Activity to Improve Oral Reading Comprehension Level of 15 Grade 5-Acacia Pupils of Mandus Central Elementary School 66
Leah L. Santiago, Master Teacher I
SUBMISSION ID: R013-SURSUR-0288

The Localization and Contextualization in Teaching and the Performance of Grade-V Pupils of San Vicente Elementary School in Araling Panlipunan 67
Annabelle Aguila, Department of Education - San Pablo City
SUBMISSION ID: R04A-SANPAB-0109

"Management and Evaluation of Tle Activities and Skills Development in On-The-Job Training of Grade 9 Students in the District of Pila, Division of Laguna" 68
Marilou Nicandro, Department of Education
SUBMISSION ID: R04A-LAGUNA-0141

"Math Exercise Kita": Improving the Mastery Level of Grade Four - Sunflower Pupils in Multiplying Whole Numbers with or without Regrouping 69
Desiree May Buar, Elah Vanessa Obsenares, & Janette Rosil, Department Of Education
SUBMISSION ID: R013-SURSUR-0039

"MATHILDA: Website Application Learning System for Better Advancement in Mathematics" 70
Butch R. Malicsi, Tagaytay City Science National High School
(Adviser: Mark Anthony Rellores)
SUBMISSION ID: R04A-CAVTTP-0363

"Munting Aginaldo sa Tulad Ninyong Huwaran (MATH) Program": Its Impact on the Student-Recipients of Col. Lauro D. Dizon Memorial National High School 71
Maria Shirley E. Montaña & Rourie L. Briñas, Department of Education - San Pablo
SUBMISSION ID: R04A-SANPAB-0107

"Musta Ka, Eskwela Ta (How Are You, Let's Learn)" Activity: Increasing the Attendance of Grade 9 Students 72
Bernadeth S. Gorospe, Co-teacher
SUBMISSION ID: R013-SURSUR-0068

"My Parents, my Partners in Success" : A Program in Increasing Parents Participation in Improving Academic Performance of Pupils 73
Mercedes P. Paigalan, Department of Education
SUBMISSION ID: R013-SURSUR-0225

"My Teacher, My Guide" Approach: A Strategic Intervention to Develop Grade VI Pupils' Word Comprehension Skills 74
Francisco Jr. Robles, Teacher-I of Department of Education
SUBMISSION ID: R013-SURSUR-0287

"Pag-unlad ng Mahal Ko'y Kaagapay Ako": A Program Assessing Parents Involvement in the Academic Achievement of Grade 2 Pupils in Salao East Elementary School 75
Emma Joco
SUBMISSION ID: R04A-BATANP-1482

"Partner Ko-Parent Mo": A Strategy to Minimize Misconduct of Young Learners 76

Victoria Coleto, Department Of Education
SUBMISSION ID: R013-SURSUR-0297

"Peer Assisted Learning Strategies (Pals): Effects on the Intellectual Achievement among Grade 7 Students in Science of Tmcnhs - Conchu Annex" 77

Janine Mae Ferrera, TMCNHS-Conchu ANNEX
(Adviser: N/A)
SUBMISSION ID: R04A-CAVITP-1509

"Peer Oriented Learning Yet with Algorithm" Approach to Address the Least Learned Competency in General Mathematics of Grade 11 Students in Canico P. Iriberry National High School 78

Erick Jesson Bucalon, Department of Education
SUBMISSION ID: R013-SURSUR-0250

"Performance in Basic Calculus through Gamification of the Grade 11 Students" 79

Odessa Botis
SUBMISSION ID: R005-TABACO-0076

"Performance of Grade 10 Students in Algebra Towards a Proposed Contextualized Plan" 80

Dulce Manaog, Fernando Air Base Integrated National High School
SUBMISSION ID: R04A-LIPAC1-0077

"Problem mo, Sagot ko Activity": Strategy to Improve Subtracting 3-4 Digit Numbers from 3-4 Digit Numbers with Regrouping Competencies of Grade 3 Pupils 81

Claire C. Minglana, Teacher
(Adviser: Jomel Montero)
SUBMISSION ID: R013-SURSUR-0205

"PROJECT REACT" (Read Everyday and Comprehend Truly) A Reading Program to Improve Comprehension of Grade 6 Pupils at Masaya Elementary School 82

Leah Dimaculangan, Jesserene B. Yedra, Department of Education - Batangas
SUBMISSION ID: R04A-BATANP-1732

"PROJECT SMILE" Strengthening Mathematics Skills through Innovative Learning Experiences: A School-Based Program to Improve the Numeracy Level of Grade 3 IlangIlang Pupils at Masaya Elementary 83

Jemayel Anne Bacordo & Rowena M. Magsino, Department of Education - Batangas
SUBMISSION ID: R04A-BATANP-1249

"Project Torch" (Three O' Clock Reading Campaign Habit"): A Reading Program to Improve the Reading Skills of Grades 1 to 3 Pupils at Julian D. Luna Elementary School 84

Carmelita Convento & Asuncion M. Escamillas, SDO Batangas-Julian D. Luna ES
SUBMISSION ID: R04A-BATANP-1613

"Project Torch" (Three O' Clock Reading Campaign Habit"): A Reading Program to Improve the Reading Skills of Grades –1 to 3 Pupils at Julian D. Luna Elementary School 85

Asuncion M. Escamillas & Carmelita A. Convento, SDO Batangas-Julian D. Luna ES
SUBMISSION ID: R04A-BATANP-1621

The Readiness of Science Teachers in the Implementation of K to 12 Programs in Public Secondary Schools in the Bicol Region as a Basis for a Training Design 86

Jerome Morada, Cabangan High School Legazpi City
SUBMISSION ID: R005-LEGAZP-0008

"Sakay Tungo sa Tagumpay" (ST2) Intervention: Its Impact on the Educational Outcome of Selected Grade 8 4Ps Recipients 87

Nelson Maganyan, MAELT-9units
SUBMISSION ID: R013-SURSUR-0279

"Teach Me the Numbers 1 to 20": An Approach to Address the Difficulty of Reading and Writing Numbers in Grade 1 Mathematics 88

Rachel Bucalon, Department of Education
SUBMISSION ID: R013-SURSUR-0256

"Tell Me a Story and I Understand": A Reading Intervention to Enhance the Reading Comprehension of Grade 4 Pupils at Julian D. Luna Elementary School	89
Raquel Agno, SDO Batangas-Julian D. Luna ES SUBMISSION ID: R04A-BATANP-0968	
"The Use of Star Stamp as a Reward System to Improve the Academic Performance of Selected Grade 1 Pupils of Aguado Elementary School-Annex. S.Y. 2018-2019 "	90
Elizabeth Besera, Author & Cristina Silao, Co-Author SUBMISSION ID: R04A-CAVTTP-0494	
The Effectiveness of the K Reading Program in Enhancing the Reading Comprehension of Grade 4 Pupils in Agustin Abadilla Elementary School	91
Christian Elane, Nilda S. Convento, & Angeline C. Cruz, Department Of Education SUBMISSION ID: R04A-CAVTTP-1435/R04A-CAVTTP-1447	
"The Effectiveness of K Reading Program in Enhancing the Reading Comprehension of Grade 4 Pupils Inagustin Abadilla Elementary School"	92
Christian Elane, Nilda S. Convento, & Angeline C. Cruz, Department of Education SUBMISSION ID: R04A-CAVTTP-1435/R04A-CAVTTP-1447	
The Effects of K-12 Teaching Strategies of Elementary Teachers and Best Practices in Tagaytay City	93
Aprilyn Tolentino, Department of Education Cavite/ Dapdap Elementary School & Mark Lester Javier, Department of Education Cavite/ Tagaytay City National High School SUBMISSION ID: R04A-CAVTTP-0792	
"The Extent of Preparedness of Selected Pre-Service Teachers in the Utilization and Preparation of Instructional Materials"	94
Minariza Gillaco, Department of Education - Calamba City SUBMISSION ID: R04A-CALAMB-0398	
"Tulong Mo, Pagbasa Ko"	95
Maribel Richelle Bayot, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0485	
The Utilization of the Play-Based Instructional Materials in Developing the Readiness Skills of the Kindergarten Pupils"	96
Michelle Salcedo, Department Of Education SUBMISSION ID: R005-CAMSUR-0120	
The Utilization of Instructional Materials and Technical Skills Performance of Grade 12 Students in Cultivating Agricultural Crops	97
Aileen Abante SUBMISSION ID: R04A-BATANP-1266	
"Translate me Activity' to Develop the English Sentence Constructions of Grade 9 Students of Agsam Integrated School"	98
Jennifer C. Francis, Teacher SUBMISSION ID: R013-SURSUR-0080	
"Hu-Science mo sa Laro" , Best Practice to Enhanced the Performance of Grade Three Pupils in Science at Bulihan Elementary School, Nasugbu, Batangas	99
Rea Pesigan, Batangas Researchers Association For Value-Driven Education (Adviser: Rea Pesigan) SUBMISSION ID: R04A-BATANP-2276	
"Activity Mo, Kaya Ko" : Strategy in Developing Fine Motor Skills of Kindergarten Pupils	100
Renabeth S. Martinez, Teacher (Adviser: Jomel Montero) SUBMISSION ID: R013-SURSUR-0202	

- "Annyeong Haseyeo, Anong Nangyari Sayo?" : Korean Wave Adaptation and Its Effects to the Cultural Behavior of the students of Placido T. Amo Senior High School, School Year 2018-2019** 101
Joan Faith Mariñas
SUBMISSION ID: R04A-BATANP-0649
- Assessment Practices, Classroom Performance and Study Habits in English of the Grade Seven Students of Bulacnin Integrated National High School** 102
Michael Maglinao, Department of Education
SUBMISSION ID: R04A-LIPAC1-0111
- "ATTACH ME": A Strategy to Develop the Buttoning Competency of Kindergarten Pupils Using Parent-Made Material** 103
Renabeth M. Martinez, Teacher 1
SUBMISSION ID: R013-SURSUR-0319
- "Attendance mo, Iaaward ko" : Strategy to Increase Grade VI pupils Attendance during Flag Ceremony** 104
Laurin Cris B. Penpeña, Teacher
(Adviser: Jomel Montero)
SUBMISSION ID: R013-SURSUR-0211
- Attitudes and Learning Style of Grade 8 English Students in the District of Taysan** 105
Maria Katherine Caringal, Padre Garcia National High School Batangas Province
SUBMISSION ID: R04A-BATANP-0215
- "BIG BRO AND BIG SIS (BBBS) PROJECT:" Its Implication to the Reading Performance of Primary Grade Pupils** 106
Yolanda Legaspi, Department Of Education, Philippines
SUBMISSION ID: R04A-QUEZON-0055
- "Visual Learning Approach (Vla) on Pupils' Academic Achievement: An Approach in Teaching English for Grade 5pupils"** 107
Cristeta Julio, Department of Education - Sta. Cruz Laguna
SUBMISSION ID: R04A-LAGUNA-0244
- #READownload Activity to Develop Reading Level of Grade 3 Pupils** 108
Christy Tinambacan & Irene Toring, Public School Teacher 1
SUBMISSION ID: R013-SURSUR-0151
- Perceptions of Teachers and Students on the Effects of Collaborative Approaches in Teaching and Learning Araling Panlipunan Subject** 109
Emelia Crescini, Department of Education
SUBMISSION ID: R04A-SANPAB-0099
- Improving the Reading Comprehension of Grade 4 Pupils Using Project E-Farco (Eliminating Factors Affecting (Missing Text Here) the Reading Comprehension)** 110
Rubelynda Larano, Victoria District Action Research Association
SUBMISSION ID: R04A-LAGUNA-0189
- The Effect of the FMRP (Fifteen Minutes Reading Program) in the Reading Performance of Grade 7 Students of Bugtongnapulo National High School** 111
Amy Fermalan, Bugtongnapulo NHS
SUBMISSION ID: R04A-LIPAC1-0075
- Utilization of Project Trash of Fun in Enhancing the Solid Waste Management and Disposal Strategy** 112
Maria Lourdes Guañez, Guronasyon Foundation Incorporated National High School
SUBMISSION ID: R04A-RIZALP-0288
- Special Manifesto: An Inclusive Education Implementation Enhancement in Different Schools in the Division of Batangas Province** 113
Nancy Lubis & Joel Lubis, SDO Batangas
SUBMISSION ID: R04A-BATANP-2170

21st Century Challenges in Education and its Impact on the Academic Performance of the Students of Pedro S. Tolentino Memorial National High School	114
Cora Javier & Lea Piazirine, SHS students SUBMISSION ID: R04A-BATANC-0119	
21st-Century Classroom Practices of Teachers in Palo Alto Integrated School	115
Genelyn Mertola & Julieta Dinglasan, Department of Education SUBMISSION ID: R04A-CALAMB-0334	
The 21st-Century Language Arts Program and its Impact on Pupils' Creative and Critical Thinking Skills	116
Roselyn Orejola, Department of Education SUBMISSION ID: R04A-LAGUNA-0292	
21st-Century Teaching Skills and Performance of Mathematics Teachers in the Schools Division of Santa Rosa City, Laguna	117
Banaag Gannad, Southville IV National High School SUBMISSION ID: R04A-STAROS-0018	
21st-Century Teaching: The Teachers' Perceptions in the Use of Blended Learning Approach in Teaching	118
Marian Diaz, Department of Education SUBMISSION ID: R04A-CALAMB-0006	
2C2IA Beginning Reading Instruction Model: A Case Study	119
Myleen Lalamunan, Department Of Education SUBMISSION ID: R04A-LIPAC1-0141	
2C2IIR in Teaching Language and Grammar Based on the Learning Style of the Senior High School	120
Ma.Theresa Austria & Ana Maria L. Josue, Department of Education SUBMISSION ID: R04A-CAVTTP-0091	
2K2P Kalinisan at Kaayusan sa Paaralang Pinaglilingkuran	121
Evy Jane Natividad, Jonalyn Mico, & Renier Catindoy, Department Of Education SUBMISSION ID: R04A-TANAUA-0211	
2Ps Drill to Improve Sound-Symbol Fluency in Forming Sinurigaonon Words of Grade 1 Okra Non-Reader Pupils SY 2017-2018	122
Imelda Grumo, Teacher SUBMISSION ID: R013-SURSUR-0001	
2SM in Math: Symbol, Sounds, Meaning in Learning Mathematics among Selected Kindergarten Pupils	123
Ramon Castaneda, Manggas-Tamak Elem. School, Padre Garcia SUBMISSION ID: R04A-BATANP-0427	
3Ks Kailinisan at Kalusugan Tungo sa Magandang Kinabukasan	124
Resette Mae Reaño, Abegail E. Malabanan, & Glyza C. Ramos, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUA-0206	
3P1F - Palakasin, Pagbasa, at Pag-unawa sa Filipino	125
Alvin Romen SUBMISSION ID: R04A-CAVTTP-0557	
The 3 Ps Approach (Proprietorship, Partnership, and Program): Intensifying and Deepening Teacher-Stakeholders Partnership in Addressing Struggling Readers at Padre Garcia Central School	126
Juliet Dimaculangan, Department of Education Padre Garcia SUBMISSION ID: R04A-BATANP-0168	
3Ps: A Holistic Reading Intervention Program for Grade 1	127
Maricar Pascua, Department of Education - Division of Cavite City SUBMISSION ID: R04A-CAVTTC-0031	

3R - a Strategy in Improving Academic Performance in Mathematics Rhea Marie Cesa & Benilda Orsal, Cavite National Science High School SUBMISSION ID: R04A-CAVTTP-1227	128
3R's Waste Management: A Plan to Mitigate Dagatan National High School Waste Disposal Problem Arlene Masilang, Dagatan National High School SUBMISSION ID: R04A-BATANP-1376	129
4 O'clock Habit: Strategy to Improve the Academic Performance of Grade 7 Students in Science Reynaldo Caratao Jr SUBMISSION ID: R013-SURSUR-0052	130
5E Approach in Developing an Inquiry-Based Learning Tool in Improving the Least Mastered Competencies in Mathematics 9 Marry Chriselle Rañola, Quezon National High School SUBMISSION ID: R04A-QUEZON-0189	131
A Qualitative Study on Student Absenteeism: Contributing Factors and Proposed Intervention Jesica Franada, Department of Education - Lipa City SUBMISSION ID: R04A-LIPAC1-0126	132
A 30-Minute Intensive Teaching of Phonology to Improve the Reading Skills of Grade 2 Ilang-Ilang Pupils of Lanuza Central Elementary School Christine T. Hioko, Teacher SUBMISSION ID:	133
Wild Sunflower as an Agent That Inhibits the Release of Ethylene Gas to Prolong the Shelf Life of Banana Fruits Mariz Buenafe Rodriguez & Ernah V. Ilagan, Researcher SUBMISSION ID: R04A-TANAUUA-0078	134
A Barricade of a Student Employee: The Academic Journey of Working Learners Ivory Chynne Almonte SUBMISSION ID: R011-COMPOS-0008	135
A Bid to Tap the Mother Tongue as Reading Bridge to English of Grade 2 Pupils Catherine Abinal, Department Of Education SUBMISSION ID: R005-CAMSUR-0148	136
A Case Study: The Experiences and Predicaments of Parents Having Autistic Child Gracia Esguerra, BRAVE SUBMISSION ID: R04A-BATANP-2012	137
A Common Experience of an ABM Student Jezreel Miranda, GMATHS (Adviser: Reney Boy Formilles) SUBMISSION ID: R04A-CAVTTP-0634	138
A Comparative Analysis of the Curricula and the Pedagogical Innovations in the Selected Private Schools in the Province of Cavite Gladys Encarnacion, NAIC NHS SUBMISSION ID: R04A-CAVTTP-0952	139
A Comparative Analysis on the Outcome of the Program Dapat and Dapat-Sapat: An Intervention Program in Reading Comprehension in Filipino among Selected Grade 7 and 8 Students of Geanhs-Bailen Russel Bitchayda & Marvin Anor, GEANHS-Bailen SUBMISSION ID: R04A-CAVTTP-0434	140

- A Comparative Analysis: Effectiveness of Traditional Reading Strategy Using the Teacher- made Flash Cards Vs. Multimedia Approach on the Reading Intervention Program of the Identified Non-Readers o** 141
Mary Anne Abrigo
SUBMISSION ID: R04A-CALAMB-0004
- A Comparative Study: The Performance in Mathematics of First Year Special and Regular Sections in Pedro Guevara Memorial National High School Santa Cruz, Laguna** 142
Divine S. Oarga & Renalyn D. Mendez, STI College
SUBMISSION ID: R04A-LAGUNA-0036
- Development of Supplementary Worksheets in Enhancing Pupil's Proficiency Level in Solving Word Problems Involving Multiplication at Miranda Elementary School** 143
Bernadette Austria, Batangas Province
SUBMISSION ID: NCR1-MAKATI-0012
- A Comparison of the Effects of Story Reading and Storytelling on Memory and Story Comprehension of Grade VI Pupils** 144
Neneth Ersando
SUBMISSION ID: R04A-CAVITP-0384
- A Continuous Improvement Program: Project STAR (Strengthening Technicalities and Abilities in Reading)** 145
Christina Tolentino, Department of Education
SUBMISSION ID: R04A-CAVITP-0597
- A Critical Description of Management of Developmentally Appropriate Practices in Early Language, Literacy, and Numeracy (DAP in ELLN) in K to 3** 146
Jocelyn Aquino, Department of Education
SUBMISSION ID: R04A-IMUSC1-0100
- A Descriptive Study of Master Teachers' Duties and Responsibilities of Padre Garcia District** 147
Lisel Bargamento, Department of Education Padre Garcia
SUBMISSION ID: R04A-BATANP-0158
- A DRRM Needs Analysis in San Pascual Senior High School I** 148
Chris B. De Jesus & Costancia H. De Villa, San Pascual Senio High School I
SUBMISSION ID: R04A-BATANP-2196
- A Flawed ESL Learning Environment through the Lens of Public School Teachers: A Phenomenological Inquiry** 149
Susan Umandap
SUBMISSION ID: R04A-CALAMB-0351
- A Framework of Teacher Characteristics for Student Motivation** 150
Paulino Castro, Division Of Calamba
SUBMISSION ID: R04A-CALAMB-0431
- A Game "CONCEPTO CARD" an Innovation in Teaching and Learning Grade 7 Mathematics** 151
Merle Bulaon, Department Of Education, Camp Vicente Lim Integrated School
SUBMISSION ID: R04A-CALAMB-0422
- A Look at Teachers' Spillover Effects in Buck Estate National High School** 152
Leovy Mirabona
SUBMISSION ID: R04A-CAVITP-1182
- A Look at the Coping Mechanism and Impacts of Broken Family to the Academic Performance of the Senior High School Students of Rodriguez National High School** 153
Facto, Seth Francis Ayrol G.
(Adviser: Imari Meryl Roxas)
SUBMISSION ID: R005-CAMSUR-0026

A Model of Preparing Written Tasks Using Digital Technology for Grade Five Pupils Philadelphia Gozar, Department of Education - Imus City, Imus Pilot Elementary School SUBMISSION ID: R04A-IMUSC1-0036	154
A Narrative Inquiry of Brigada Eskwela Hall of Famers Regarding their Contributions in the Development of Public Schools in the Division of Cavite Province Ellen Lopez & Marlene Panganiban, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-1305	155
A phenemenological study on the devotion of select Iglesia Ni Cristo member of Majada In Aileen Joan Alvarez Lopez, Alyanna Ona Espirituoso, & Nicole Alvarez Tuzon, Majada In Integrated School (Adviser: Jan Michael De Asis) SUBMISSION ID: R04A-CALAMB-0061	156
A Phenomenological Inquiry of Lived Experiences of Pioneer Senior High School Graduates under General Academic Strand (GAS): Influence on Career Decision Making Edwin G. De Taza & Dr. Mary Ann Gatpandan SUBMISSION ID: R04A-CAVITP-0343	157
A Phenomenological Inquiry on Teacher's Innovation in Response to 21st Century Teaching Skills Amelia Lucas, Siranglupa ES SUBMISSION ID: R04A-CALAMB-0259	158
A Phenomenological Study of Drug Symposiums in Ternate West National High School Joel Suplag, Department of Education (Adviser: Cora Del Rosario) SUBMISSION ID: R04A-CAVITP-0673	159
A Phenomenological Study of the Effects of Online Games on the Lives of Selected Junior High School Mark Christian Manzon, Researcher SUBMISSION ID: R04A-STAROS-0038	160
A Phenomenological Study of the Lived Experiences of the Beneficiaries of Adopt-a-Child Program in Calamba Bayside Integrated School Carl Derick Pagtalunan (Adviser: Ruby Bautista) SUBMISSION ID: R04A-CALAMB-0132	161
A Phenomenological Study on the Understanding of the Youth Volunteers of Volunteer Services Jax Blaire Kristoffer Ramos, Balete Integrated School (Adviser: Annabel Aguado) SUBMISSION ID: R04A-BATANC-0256	162
A Probe on Absenteeism: The Case of Five Siblings of a Philippine Public Elementary School Girly Oliver, Juvillyn Peji, & Lilibeth Marquez, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-1129	163
A Probe on SMAP: A Study Between the Relationship of Social Media and Academic Performance of Selected Grade 9 Students at Tagaytay City National High School Baby Armin D. General, Emely G. Aure, & Glaiza Villanueva, Department of Education, TCNHS SUBMISSION ID: R04A-CAVITP-1118	164
A Proposed Developmental Plan to Minimize Absenteeism among Grade III-Rose Pupils of Balisong Elementary School Lizbeth Rosales & Mabelle V. Aranda SUBMISSION ID: R04A-BATANP-2315	165

A Proposed District-Based Guidelines on Implied Tasks for Public Elementary Schools Elena P. Calagos, Marilou Espinelib, & Marisa D. De Lima, Christian SUBMISSION ID: R04A-CAVITC-0110/ R04A-CAVITP-1492/ R04A-CAVITP-1497	166
A Proposed District-Based Guidelines on Implied Tasks for Public Elementary Schools Elena P. Calagos, Marilou Espinelib, & Marisa D. De Lima, Christian SUBMISSION ID: R04A-CAVITC-0110/ R04A-CAVITP-1492/R04A-CAVITP-1497	167
A Proposed Information and Communication Technology-Based Instructional Material in Teaching Grade 9 Edukasyon sa Pagpapakatao in the Fourth Congressional District in Quezon Rica A Dapadap, Lopez National Comprehensive High School SUBMISSION ID: R04A-QUEZON-0318	168
A Proposed School-Based Action Plan Based on the Prospects and Problems in the Implementation of Learning Action Cell Cristy Pascua SUBMISSION ID: R04A-CAVITP-0477	169
A Quality Distance Learning Approach for the Enhanced Performance of Grade VII Working Students in Sta. Anastacia-San Rafael National High School Lester Maprangala, Sta. Anastacia-San Rafael National High School SUBMISSION ID: R04A-BATANP-2132	170
A Reading Habit among Grade Four Pupils of Alfonso Central School and How it affects their Level of Reading Comprehension Annalee Cruzada, Department of Education SUBMISSION ID: R04A-CAVITP-1064	171
A Reading Habit Among Grade Three Pupils of Alfonso Central School and How it Affects their Level of Reading Comprehension Myrna Perlado, Department of Education SUBMISSION ID: R04A-CAVITP-1061	172
A Reading Intervention for the Reading Ability of Grade Four at Aguado-Annex Ma. Inna Paragados & Merly B. Naña, Department of Education - Cavite Province, Aguado Elementary School SUBMISSION ID: R04A-CAVITC-0069	173
A Reading Intervention of the Reading Ability of Grade Four at Aguado- Annex Ma. Inna G. Paragados & Merly B. Nana, Department of Education - Cavite Province, Aguado Elementary School (Adviser: Joefel Horca) SUBMISSION ID: R04A-CAVITP-1662	174
A Review of Practical Research 1 Learning Competencies: Basis for the Design and Development of a Course Module Vinafie De Castro, Sabang, Lipa City SUBMISSION ID: R04A-LIPAC1-0129	175
Revisiting Facebook Interaction: Pupils' Social Collaboration with Peers through Social Networking among Grade Six Pupils of Bulihan Elementary School Mervin Metica, Department of Education Malvar, Batangas SUBMISSION ID: R04A-BATANP-0364	176
A Sentence a Day: An Intervention Activity for Pupils with Comprehension Problem Across All the Learning Areas Antonette Dipasupil, Department of Education SUBMISSION ID: R04A-BATANP-1224	177
A Showcase of Nutritional Status Level of Grade VI Pupils at Padre Imo Luna Memorial Elementary School Manuela Berania, Maureen Villanueva, & Rachiel Magtibay, Department of Education - San Jose SUBMISSION ID: R04A-BATANP-2173	178

A SMILE to Increase Pupils Level of Engagement in Reading	179
Sarah B. Alandria, Tambis Central Elementary School SUBMISSION ID: R013-SURSUR-0120	
A Study of ESL Senior High School Students' Level of Language Learning Autonomy and its Relationship with their Style of Language Learning	180
Maria Ghea Mohammad, Senior High School In Calatagan SUBMISSION ID: R04A-BATANP-0069	
A Study of Psycho-Social Development of Selected Intermediate Pupils: Basis for Enhanced Program	181
Arlene Marasigan, Bernadeth Alamag, Charry Nalilin, & Jermie Manalo SUBMISSION ID: R04A-BATANP-1859	
A Study of Difficulties in Teaching the Physics Subject at Secondary Level in Tiaong, Quezon	182
Angelita Bautista, CBER SUBMISSION ID: R04A-QUEZON-0298	
A Study of TLE Performance of the Grade Six Pupils at Calumpang East Elementary School: Basis for Enhancement Strategies	183
Elsa Vergara, Batangas Division, Department of Education - San Luis SUBMISSION ID: R04A-BATANP-1320	
A Study on How to Prevent SARDO's from Dropping Out of School	184
Cristy Malaluan, Department of Education - Lipa City SUBMISSION ID: R04A-LIPAC1-0024	
A Study on Millennial Students' Learning Preference: An Edmodo Experience	185
Ariel Vergara SUBMISSION ID: R04A-BATANP-0338	
A Study on Teaching of the Effects of Internet Use in the Study Habit of Inosloban-Marawoy Elementary School Pupils	186
Eva Naval SUBMISSION ID: R04A-LIPAC1-0230	
A Study on the Causes of Absenteeism, Cutting Classes and Tardiness of Senior High School Students of Florita Herrera Irizari National High School	187
Sammy B. Adobo, Teacher SUBMISSION ID: R013-SURSUR-0244	
A Study on the Filipino Language Proficiency of Grade 12 Students in Relation to CHED's Memorandum Order No. 20 on the Exclusion of Filipino And Panitikan Subjects as Core Courses in College	188
Bernadeth C. Angeles & Irene Delos Santos, Department of Education SUBMISSION ID: R04A-IMUSC1-0022	
A Survey of Practices in Elementary Science Competitions: Basis for a Proposed Enhancement Program for Science Competitions	189
Mylene Salazar, Department of Education SUBMISSION ID: R04A-CAVTTP-1210	
A Survey on Reading Abilities in English of Grade Two Pupils of Francisco P. Felix Elementary School	190
Armi Donna Nano, FP Felix ES Main Cainta Rizal SUBMISSION ID: R04A-RIZALP-0383	
A Survey on Teachers Performance and Classroom Management Basis for Teachers Continuous Improvement	191
Marichu Vidal SUBMISSION ID: R04A-STAROS-0083	

A Survey on Tendency Towards Curriculum Ideologies among Junior High School Mathematics Teachers	192
Norman Barroso, Philippine Normal University, Tanza National Comprehensive High School SUBMISSION ID: R04A-CAVTTP-1017	
A Teacher's Journey: Challenges of Novice Teachers in Public Secondary Schools	193
Rio Gan SUBMISSION ID: R04A-CAVTTP-0060	
A Three Year Tracer Of Hp (Hewlett-Packcard) Stream 8 Tablet and its Impact to Teachers: An Appreciation to the Provincial Government of Cavite	194
Arnulfo Noli Tan, Paliparan National High School SUBMISSION ID: R04A-DASMAR-0015	
A Tool For Improving Teacher Quality and Classroom Practice (Development of Welding Post Positioner)	195
Realyn Calmada, Lopez National Comprehensive High School SUBMISSION ID: R04A-QUEZON-0288	
A Trace Study of Current Social Climate of Frequently Absent Grade 10 Students of Ananias C. Hernandez National High School	196
Jennefer Atienza, & Jesecca Huelba, Jonnalyn B. Dimailig, Ananias C. Hernandez National High School SUBMISSION ID: R04A-BATANP-1179	
A Tracer Study of Anonas National High School Graduates	197
Antonino Rafanan, Department of Education SUBMISSION ID: R001-URDANE-0023	
A Tracer Study of Baybayin National High School (Grade 7-12) Senior High School Graduates	198
Flaviana M. Dagli, Rodessa J. Lara, & Vanessa Ilao, Baybayin National High School (Grade 7-12) SUBMISSION ID: R04A-BATANP-1042	
A Whole New World: A Phenomenological Study of the Lived Experiences of SHS Teachers who are from the HEIs	199
Adrian E. Lubigan & Nenita C. Mojica, Trece Martires City Senior Higi School SUBMISSION ID: R04A-CAVTTP-0390	
Ability in Using Modifier among Junior ABEL Students	200
Rodel Lantano, Teacher & Joyce Ann Maglunob, Assistant SUBMISSION ID: R001-URDANE-0032	
ABM Students' Perception Towards their Work Immersion Experience	201
Crissa Rei Adorna, GMATHS (Adviser: Reney Boy Formilles) SUBMISSION ID: R04A-CAVTTP-0660	
Absenteeism among Grade 8 Sagittarius at Payapa National High School, Sy 2017-2018	202
Ceniza Obrador, Payapa National High School SUBMISSION ID: R04A-BATANP-0780	
Absenteeism among Pupils of Tala Elementary School: Basis to an Action Plan	203
Adelina Manalo SUBMISSION ID: R04A-BATANP-2219	
Absenteeism and Tardiness among High School Students in Banaba West National High School	204
Jenny D. Buenaflor, Banaba West National High School (Adviser: Marian De Mesa) SUBMISSION ID: R04A-BATANC-0185	

Absenteeism of Selected Grade Three Pupils of Lumaniag Elementary School Josephine Jonson, Department of Education (Adviser: N/A) SUBMISSION ID: R04A-BATANP-0808	205
Absenteeism Reduction Plan for Grade Six Pupils at Sta. Elena Elementary School Vicenta Carpio, Department of Education SUBMISSION ID: R04A-BATANP-2189	206
Absenteeism Reduction Program among Grade Six Absentees at Gaudencio B. Lontok Memorial Integrated School Vivian Sandoval SUBMISSION ID: R04A-LIPAC1-0117	207
Absenteeism Reduction Scheme among Grade V Pupils at Mabini Central School Nolisa De Villa, Mabini Central School SUBMISSION ID: R04A-BATANP-1155	208
Absenteeism: Its Causes and Effects to the Academic Performance of Grade Six Pupils of Rudes ES Edina Cabbigat & Renato Ubando, Department of Education SUBMISSION ID: R012-SARANG-0050	209
Absenteeism: It's Effect to the Performance of the Pupils among the Selected Pupils of Bilucaao Elementary School Ayeza R. Arcillas SUBMISSION ID: R04A-BATANC-0564	210
Abstract Reasoning Ability and Academic Achievement of Grade One Pupils in Kaytitinga Elementary School: Basis for an Enrichment Program Jennefer Novero SUBMISSION ID: R04A-CAVTTP-0449	211
Abuse Cases among Grade 7 Students in their Homes: Basis for Enhancing the Child Protection Policy Program Joan Ofamin, Department of Education SUBMISSION ID: R012-SOUCOT-0053	212
Academic Achievement and Final Ratings of Senior High School Students in Mathematics Reyarr Cruz, SDO - Cabuyao SUBMISSION ID: R04A-CABUYA-0079	213
Academic Anxiety, Academic Environment and Pupils' Performance: Basis for Designing an Intervention Program Maureen Quilapio, Candelaria Elementary School - Main SUBMISSION ID: R04A-QUEZON-0104	214
Academic Challenges and Coping Strategies of Master of Arts in Education Specializing in English Language Teaching Imelda Sarmiento, Junior High School Teacher SUBMISSION ID: R04A-LIPAC1-0260	215
Academic Consultations and Remedial Classes among Senior High School Students Israel Sandagon, Ungos National High School Extension-Llavac SUBMISSION ID: R04A-QUEZON-0047	216
Academic Development in Campus Journalism: Basis for Communication Class Culminating Activity SY 2018-2019 Mercedita Pabico, Department of Education SUBMISSION ID: R04A-LAGUNA-0146	217

Academic Expectation of Parents: Challenges Encountered by Students at San Pascual Senior High School 2	218
Katrina Mae C. Quijano, San Pascual Senior High School 2 (Adviser: Rosellie Tumambing) SUBMISSION ID: R04A-BATANP-1425	
Academic Motivation, Self-Efficacy and Academic Performance in Technology and Livelihood Education (TLE): Input to Understanding Affective Components of Learning in TLE	219
Jasmin Dimaunahan, BSP Quezon Council SUBMISSION ID: R04A-QUEZON-0307	
Academic Performance and Attitudes of Students Towards Physical Education in Senior High School	220
Jhon Eric L. Amozon, Department of Education SUBMISSION ID: R013-SURSUR-0142	
Academic Performance and Involvement of Parents among Grade 1 Pupils as Basis for a Proposed Action Plan	221
Emily Quiambao-Recto, Southville VI Elementary School SUBMISSION ID: R04A-CALAMB-0306	
Academic Performance and Perceived Attitudes Toward English of Selected Grade Five Pupils of Padre Imo Luna Memorial Elementary School	222
Jessie Mendoza, Jhona Areta, & Heide Andal, Department of Education - San Jose SUBMISSION ID: R04A-BATANP-1993	
Academic Performance in Elementary Education Aligned with K-12 Curriculum in Nag-Iba Elementary School	223
Bienvenida Bonquin SUBMISSION ID: R04A-BATANP-0813	
Academic Performance of Accountancy Business and Management (ABM) Students in Organization and Management and Business Mathematics	224
Marjorie Bathan & Sherwin Legarte, Baybayin National High School (Grade 7-12) (Adviser: Vanessa Ilao) SUBMISSION ID: R04A-BATANP-1058	
Academic Performance of Grade 9 Students at Gov.Feliciano Leviste Memorial National High School Whose Parents Are Overseas Worker	225
Julita Arboleda, Department of Education SUBMISSION ID: R04A-BATANP-1409	
Academic Performance of Pupils Whose Parents Are Working Abroad	226
Marife M. Malijan, Noralyn T. Canosa, & Marilyn F. Serrano, Sto.Tomas North Central SUBMISSION ID: R04A-BATANP-1547	
Academic Performance of Students whose Parents are OFW	227
Madeth Medina, Department of Education - Coral na Munti National High School SUBMISSION ID: R04A-BATANP-1492	
Academic Performance through Contextualization and Localization	228
Geraldine Estravo, Department of Education, Sta. Catalina Integrated National High School SUBMISSION ID: R04A-LAGUNA-0278	
Academic Stress and Academic Performance of Grade 11 Students in San Pablo City Science High School: Basis for Stress Management Guidance Initiatives	229
Aimee Joy Javilagon, San Pablo City Science High School SUBMISSION ID: R04A-SANPAB-0095	
Acapulco Ointment with Guava Leaves	230
Belinda Ikan, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0407	

Accelerate Children in English Reading (ACER) Rufina Edna De Castro, Sabang, Lipa City SUBMISSION ID: R04A-LIPAC1-0131	231
Acceptability and Effectiveness of Inquiry-Based Genetics Module on the Academic Performance of Grade 11-STEM Students in General Biology 1 Florissa De Jesus, Looc Integrated School SUBMISSION ID: R04A-CALAMB-0251	232
Acceptability of Battery-Operated Soft Dust Remover Hazel Fabe Salva & Marinelle A. Robles, STI College SUBMISSION ID: R04A-LAGUNA-0035	233
Acceptability of Cooperativism among Accountancy, Business and Management Students in General Mariano Alvarez Technical High School Rosalinda Palomar, GMATHS (Adviser: Jane Marie Leonares) SUBMISSION ID: R04A-CAVTTP-0622	234
Acceptability of Intensive Reading Instructional Material for Grade One Pupils in Pililla Elementary School Central, School Year 2015-2016: Basis for a Reading Module Vitaliana Sto. Tomas, Author SUBMISSION ID: R04A-RIZALP-0070	235
Acceptability of Multimedia-Based Instructional Materials in Teaching Mapeh-Pe its Impact for the Pupils of Kaylaway Ii Elementary School: Basis for Proposed Training Program in Making MBIM Jericho Clemente - BRAVE SUBMISSION ID: R04A-BATANP-1678	236
Acceptability of the ARCS Model in Teaching Science for Grade 10 Jomel C. Montero, Teacher SUBMISSION ID: R013-SURSUR-0171	237
Acceptability of Tilapia Longanisa Resty Ching, NAIC NHS (Adviser: Loida Arce) SUBMISSION ID: R04A-CAVTTP-1400	238
Accomplishment of Senior High School (SHS) Program Objectives and Employability of Student-Graduates of Gulod Senior High School: Basis for an Action Plan Paulina De Torres, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0236/R04A-BATANC-0000	239
Accomplishment of Senior High School (SHS) Program Objectives and Employability of Student-Graduates of Gulod Senior High School: Basis for an Action Plan Paulina Torres SUBMISSION ID: R04A-BATANC-0236/R04A-BATANC-0000	240
Accountability of Learning Leaders in Selected Public Elementary Schools in the Three City Divisions of Batangas: Basis for a Proposed Management Plan Wendy Babao, Department of Education SUBMISSION ID: R04A-LIPAC1-0113	241
Accuracy and Speed, Vocabulary and Reading Comprehension Using Gates Mac-Ginitie Standardized Reading Test among Grade 11 Students of Carmona Senior High School Yan Chester Caro, Department of Education SUBMISSION ID: R04A-CAVTTP-0002	242
Action Plan for Teachers' Management of Classroom Diversity in Selected Elementary Schools in Lipa City Mary Ann Resma, MAEd SUBMISSION ID: R04A-LIPAC1-0120	243

Action Research: Remedial Modular Instruction: Strategy in Bridging Learning Gap in Visual Graphic Design (ICT) Specialization in Tle among Grade Ten Students of Rosario National High School	244
Rizzaleen Lapid, Rosario NHS SUBMISSION ID: R04A-CAVITP-0023	
Action Research Competency of Marbel 1 Central Elementary School Master Teachers: Basis for Crafting an Enhancement Program	245
Lovella M. Atup, Department of Education SUBMISSION ID: R012-KORONA-0021	
Action Research on Improving Reading Comprehension Using Save (Simplifying Activity on Vocabulary Enrichment) Approach	246
Vivian Estal, Teacher 1 SUBMISSION ID: R013-SURSUR-0295	
Action Research on the Effects of the Implementation of MTAP Saturday Mathematics Program on the Achievement of Intermediate Pupils in San Cristobal Elementary School	247
Melinda Alcanse, Master Teacher 1 SUBMISSION ID: R04A-SANPAB-0081	
Activate Retention Task Sheet in Activating the Retention of Students in Statistics and Probability	248
Arturo Rosel, Majayjay District Personnel Association SUBMISSION ID: R04A-LAGUNA-0137	
Activating Prior Knowledge of Grade 10 students in Genetics Lessons through Model-Me-Up Activities	249
Joanna Acila A. Buniel, Department of Education SUBMISSION ID: R013-SURSUR-0272	
Active Learning Intervention in Enhancing Numeracy of G7 Students	250
Esperanza Montero SUBMISSION ID: R04A-CALAMB-0053	
Active Learning Strategies Promoting High In-Class Participation in Lina Gayeta Lasquety NHS-SHS Core Subjects	251
Maricel Francia, Lina Gayeta Lasquety NHS, Padre Burgos, Quezon SUBMISSION ID: R04A-QUEZON-0066	
Active Parents' Involvement in Reading among the Grade 7 Students in Bulacnin Integrated National High School	252
Rodamyra Flor Dimaano, Teacher, Bulacnin Integrated National High School SUBMISSION ID: R04A-LIPAC1-0160	
Activities in Earth and Space of Grade 5 Pupils in Promoting Brain-Based Learning	253
Kelvin John Padera, Substitute Teacher I SUBMISSION ID: R04A-TAYABA-0007	
Activity Based Learning in Teaching Variation among Grade Nine Students of Luyos National High School	254
Beverly Joy De Leon, City School Division of Tanauan City - Luyos NHS SUBMISSION ID: R04A-TANAUUA-0132	
Activity Guide for the Enhancement of Word Problem Solving Skills for Grade V Pupils at Talaga Elementary School	255
Nimrod De Torres, Talaga Elementary School SUBMISSION ID: R04A-BATANP-1186	
Activity Oriented Supplementary Module for Grade 8 Science Students	256
Annalyn Ebor, Talumpok National High School, SDO - Batangas City SUBMISSION ID: R04A-BATANC-0241	

Activity Sheets for the Improvement of Problem-Solving Skills Allan Jay Napiza, Punta Integrated School SUBMISSION ID: R04A-CALAMB-0147	257
Activity-Based Approaches in Teaching Research Writing among Grade 10 Students of Area IV, Division of Batangas Sheila Mae Fernandez, Teacher SUBMISSION ID: R04A-BATANP-1331	258
Activity-Based Remediation in Improving the Performance on Signed Numbers among Select Grade 10 Students of Quezon National High School Coren Manalo & Maria Cristina O. Rosas, Quezon National High School SUBMISSION ID: R04A-QUEZON-0190	259
Adaptive Learning Engagement and Mathematics Achievement in the Junior High School Vilma S. Dela Cruz, Department of Education, Quirino General High School SUBMISSION ID: R002-QUIRIN-0120	260
Addition Skills of Grade I Pupils at Miguel Aranda Memorial Elementary School: Enhanced through Drills and Exercise Norwinda L. Castillo, Department of Education - Malvar SUBMISSION ID: R04A-BATANC-0264	261
Addressing Absenteeism through Project M and M (Manood at Matuto) Adessa Artatez, Department of Education SUBMISSION ID: R04A-CAVITP-1203	262
Addressing Bullying Cases of Selected Grade Ten Students through Enhanced Peer Counseling April Flora & Juriz De Mesa, Navotas National High School SUBMISSION ID: NCR1-NAVOTA-0003	263
Addressing Environmental Literacy to the Selected Grade 3 Pupils of LDES through Eco-Friendly Approaches Analiza Cardano, Carolina Salazar, & Nina Enriquez, Division of Cavite City SUBMISSION ID: R04A-CAVITC-0067	264
Addressing the Challenges in the Contextualization of Culture-Based Learners Materials in Balatan District, Balatan, Camarines Sur Ana Calisura, Department of Education SUBMISSION ID: R005-CAMSUR-0036	265
Addressing the Reading Difficulties Ofgrade IV Pupils through Remedial Reading Program Susan Barrameda, Department of Education SUBMISSION ID: R005-TABACO-0033	266
Adequacy and Usefulness of Information and Communication Technology (ICT) in Public Elementary School: Basis for the Proposed Action Plan Fe Alcantara SUBMISSION ID: R04A-TANAUA-0047	267
Adequacy and Utilization of Instructional Materials in Teaching the Tool Subjects in Binangonan II District Sheryl Marie Policarpio, DEAR Team Member SUBMISSION ID: R04A-RIZALP-0268	268
Adjustments and Coping Mechanisms among Former College Instructors as Senior High School Teachers Leah Olua, Department of Education SUBMISSION ID: R001-URDANE-0026	269

Administrative and Instructional Leadership of Elementary School Principals in the City Divisions of Bicol Region	270
Jinky Villareal, Department of Education SUBMISSION ID: R005-IRIGAC-0007	
Administrative and Supervisory Performance of School Administrators: their Implications to Effective Instruction	271
Grace Labustro, Teacher SUBMISSION ID: R012-SARANG-0018	
Administrative and Supervisory Practices of Elementary School Principals: Basis for an Action Plan	272
Emelita Diquit, Department of Education - Cavite Province SUBMISSION ID: R04A-CAVITP-0132	
Administrative Functions and Instructional Leadership Competence of School Heads: Impact on Empowerment of Teachers	273
Guillerma Untalan, Department of Education SUBMISSION ID: R04A-QUEZON-0147	
Adopt a Friend Program (AFP): An Intervention for the Least Mastered Competencies in General Mathematics of Selected Grade Eleven Students	274
And Liza Dalangin, Christian SUBMISSION ID: R04A-CAVTTP-1364	
Adopt-A- Learner Program: Impact of the Implementation in Department of Education Calamba City	275
Florette Laarni Bautista, Department of Education -Division of Calamba SUBMISSION ID: R04A-CALAMB-0440	
Adopt-A-School Program and Community Engagement in Relation to School Improvement in Surigao Del Sur Division: Basis for the Enhancement of School Improvement Plan	276
Ikki Vaughn Rupa, Teacher SUBMISSION ID: R013-SURSUR-0283	
Adoption of Application Project Implementation Plan Concept in Ethical, Accountable and Transparent Governance	277
Romel Nitro, Department of Education - Batangas Province SUBMISSION ID: R04A-BATANP-0818	
Advantage and Disadvantage of Using Cellphone in Studying Lessons among the ABM-Malvar Senior High School Students of Padre Garcia National High School	278
Mary Rose Macaraig, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0439	
Advantages of Science and Technology Based Instruction on the Academic Performance of Primary Pupils: Basis for an Action Plan	279
Dulce Abela SUBMISSION ID: R04A-BATANP-1721	
Adversities of Science Teachers in Facilitating Science Experiments in Secondary Schools of Mauban Districts	280
Rinalyn Endonila, DMDPNHS SUBMISSION ID: R04A-QUEZON-0233	
Adversity Quotient and Teachers Performance in Techvoc Schools, Division of Cavite, Department of Education; Basis for Faculty Development Program	281
Jesusa Cristina Profeta, Department of Education SUBMISSION ID: R04A-CAVTTP-0078	

Affordability of Goods Sold in School Canteens as Perceived by the Grade 10 Students of General Mariano Alvarez Technical High School	282
Nathalia Valera, GMATHS (Adviser: Jane Marie Leonares) SUBMISSION ID: R04A-CAVTTP-0627	
Agony and Ecstasy of Fatherhood: The Journey of Fathers of Children with Intellectual Disability	283
Clarissa Terando, Department of Education SUBMISSION ID: R04A-QUEZON-0107	
Algebra Tiles as Teaching Device in Enhancing Algebra Skills	284
Jay Ronnie Pranada, Hanna Lou Dizon, & Lovely Rose Sabalza SUBMISSION ID: R04A-STAROS-0058	
Alignment of Curriculum Guide and Teaching Guide in Oral Communication in Context in Senior High School	285
Marlyn Dabbay, Bondoc Peninsula Agricultural High School SUBMISSION ID: R04A-QUEZON-0100	
Almazora Motors Corporation Iso Readiness: Basis for Strategic Plan	286
Marilou Gorospe, General Mariano Alvarez Technical High School SUBMISSION ID: R04A-CAVTTP-0319	
Aloe Tang Cocomond Oil: An Investigatory Project	287
Goldamier C. Destura, Jemelyn S. Maravillas, & Regine Reanturco, Department of Education SUBMISSION ID: R04A-CAVTTP-1319	
ALphabets PHonemes Actions (ALPHA): A Strategy to Develop Alphabet Knowledge and Phonological Awareness in Grade 3	288
Fretzel Bagood, Department of Education - Surigao Del Sur SUBMISSION ID: R013-SURSUR-0263	
Alternative Conceptions in Reading and Writing Algebraic Expressions	290
Lianne Mariz Veluz, Lucena City National High School SUBMISSION ID: R04A-LUCENA-0004	
Alternative Learning System (ALS) in Tabaco City Division	291
Ireen Rebanal, Department of Education SUBMISSION ID: R005-TABACO-0038	
Alternative Learning System: Its Impact on the Socio-economic Status of Beneficiaries	292
Rosemarie Egloso, Department of Education - Masbate Province SUBMISSION ID: R005-MASBAP-0002	
Alugbati (Basella Alba) and Garlic (Allium Sativum) Used as Organic Insect Repellent Paper	293
Liza G. Pacia, English Coordinator, Rachelle G. Tolentino, PESS Coordinator SUBMISSION ID: R04A-BATANP-1628	
Am I in Or Out? a Survey on the Involvement of Parents in the School-Based Feeding Program (Sbfp) of San Agustin Integrated School; Basis for Schematic Road Towards Active Parental Support	294
Glen D. Pagcaliwagan, Department of Education SUBMISSION ID: R04A-BATANP-0599	
Ameliorating Grade Six - Emerald's Performance in Reading Comprehension at San Juan East Central School	295
Leonida Velasco, SJEDTPA SUBMISSION ID: R04A-BATANP-1724	
An Action Program Towards Improving the Reading Proficiency of Grade 5 Pupils	296
Neil Villegas, Pittland Elementary School SUBMISSION ID: R04A-CABUYA-0085	

An Action Research on the Correlation of Solving Word Problem in Mathematics and Comprehension Ability of Grade V and VI Pupils of Alfonso Central School SY 2018-2019	297
Felicitas Camarce & Susan M. Romen, Department of Education SUBMISSION ID: R04A-CAVTTP-0536	
An Action Research on the Effectiveness of Reading Intervention Strategies for 58 Grade Two Pupils who are in the Frustration Level in Reading	298
Leny Bool, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0218	
An Action Research on the Reading Performance of Grade Six Pupils of Calubcob Primary School, School Year 2017- 2018	299
Marissa Ogues, Department of Education SUBMISSION ID: R04A-CAVTTP-0455	
An Analysis of Grammatical and Lexical Errors of Grade 12 Students on their Narratives	300
Jeny Sonio & Mark Profeta, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0558	
An Analysis of Misbehaviors Committed by the Students in Pedro A. Paterno National High School	301
Mariclaire B. Fajutagana, Catherine H. Laco, & Maribel A. Dechoso SUBMISSION ID: R04A-BATANP-0598	
An Analysis of Oral Communication Skills of Grade V Students of Castillo. Elementary School: Basis of Instructional. Innovation	302
Elizabeth Joy Atenciana, Glory Ann B. Cornejo, & Judy Ann Z. Perez, Department of Education SUBMISSION ID: R04A-BATANP-0903	
An Analysis of Parents' Lack of Participation in School Activities	303
Ian Cyrill Bernales & Luisa M. Pendon, BRAVE SUBMISSION ID: R04A-BATANP-1684	
An Analysis of Poor Study Habits among Grade IV Ylang Ylang Pupils in Malaruhatan Elementary School, Malaruhatan, Lian, Batangas	304
Dulce Amor D. Sanchez, Master Teacher I (Adviser: Dulce Amor Sanchez) SUBMISSION ID: R04A-BATANC-0542	
An Analysis on How Technology Affects Study Habits of Grade 9 - Diamond Students of WTMNHS, 2017-2018	305
Michelle Carsocho, Department of Education SUBMISSION ID: R04A-BATANP-1024	
An Analysis on the Effects of Fraternities and Sororities to High School Students of Pedro A. Paterno National High School in their Class Performance	306
Mary Jane Magpile SUBMISSION ID: R04A-BATANP-0473	
An Analysis of the Factors that Affects the Choice of Grade 10 Students of Cavite National Science High School on the Academic Tracks for Senior High School	307
Kiev Albarico, CNSHS SUBMISSION ID: R04A-CAVTTP-0387	
An Analysis on the Status of the Ictn Integration Level: Basis for a Strategic Technology Plan in the Division of Lipa City	308
Lorna Medrano, Department of Education SUBMISSION ID: R04A-LIPAC1-0165	
An Analytical Study on the Misbehaviors Committed by Grade V Pupils in Nasugbu East Central School	309
Genoveva C. Bendicio, Raquel T. Tenorio, & Concepcion T. Villanueva, Department of Education - Nasugbu East District SUBMISSION ID: R04A-BATANP-1932	

- An Assessment of Grade IV Pupils' Needs: Basis for the Cooperative Learning at Saimsim Elementary School** 310
Dorie Dimaculangan
SUBMISSION ID: R04A-BATANP-1004
- An Assessment of Parents Practices in Elementary Science Competition for an Enhanced Science Training Program in Taywanak Elementary School to Improve the Science Education** 311
Ana Fe Ronario, Department of Education
SUBMISSION ID: R04A-CAVITP-0789
- An Assessment of Parents Practices in Elementary Science Competition for an Enhanced Science Training Program to Improve Science Education in Buck Estate Elementary School** 312
Evelyn Peji
SUBMISSION ID: R04A-CAVITP-1230
- An Assessment of Technology and Livelihood Education Major in Cosmetology at Bauan Technical High School (SY 2018-2019)** 313
Marivel San Juan, Bauan Technical High School
SUBMISSION ID: R04A-BATANC-0518
- An Assessment of the Disaster and Risk Reduction Management Practices of the Public Secondary Schools in the Division of City of Santa Rosa** 314
Erist Capul, Southville IV National High School
SUBMISSION ID: R04A-STAROS-0017
- An Assessment of the ICT Readiness of Bulacnin National High School** 315
Angelica Olosa, Bulacnin Integrated National High School
SUBMISSION ID: R04A-LIPAC1-0154
- An Assessment of the Learning Styles of Students in Pulo ni Sara National High School, Cavite** 316
Kenneth Lyn Linezo, Department of Education
SUBMISSION ID: R04A-CAVITP-0801
- An Assessment of the Level of Awareness on the Philippine Professional Standards for Teachers (PPST) among the Educators in Bulacnin Integrated National High School** 317
Harold Matibag, Bulacnin Integrated National High School
SUBMISSION ID: R04A-LIPAC1-0048
- An Assessment of the Reading Comprehension Level of Grade IV Pupils in Payapa Elementary School Basis for Intervention** 318
Zaragosa Manalo, PPSTA
SUBMISSION ID: R04A-BATANP-0620
- An Assessment of the Reading Levels of Grade 7 students of Looc Integrated School** 319
Mary Rose Villanueva, Looc Integrated School
SUBMISSION ID: R04A-CALAMB-0303
- An Assessment of the Secondary Academic Reinforcers of the Public Elementary School at the City of Santa Rosa, Laguna** 320
Lyn Joy Nieva, Department of Education - Sta. Rosa
SUBMISSION ID: R04A-STAROS-0059
- An Assessment of the Vocabulary Skills of Grade 11 Senior High School Students of Naic National High School-Satellite** 321
Gladys Encarnacion, NAIC NHS
SUBMISSION ID: R04A-CAVITP-0956
- An Assessment on Teachers' Attitudes and Practices in Gender-Sensitive Teaching Pedagogy** 322
Fay Eunice Digma & Medlyn Alcazar, AMARE
SUBMISSION ID: R04A-CAVITP-1467

An Assessment on Teacher's Attitude and Practices in Gender-Sensitive Teaching Pedagogy in Science	323
Michael M. Yee & Verna Ambat, Department of Education SUBMISSION ID: R04A-CAVTTP-0786	
An Assessment on Teachers' Attitude and Practices in Gender Sensitive Teaching Pedagogy in Edukasyon Sa Pagpapakatao	324
Bernadeth Lugay, Cleta Bello, Marilyn Lengson, & Zaldy Descallar, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0213	
An Assessment on Teacher's Attitude and Practices in Gender Sensitive Teaching Pedagogy in Languages	325
Lizandra Cataulin, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0257	
An Assessment of Teacher's Attitudes and Practice in Gender- Sensitive Teaching Pedagogy in Mathematics	326
Benilda V. Orsal & Elizabeth Dizon, Cavite National Science High School SUBMISSION ID: R04A-CAVTTP-1591	
An Assessment on the Adequacy of the Talipan Nhs School Facility: Basis for an Enhanced Child-Friendly School	327
Sherwin De Rama, Talipan National High school SUBMISSION ID: R04A-QUEZON-0276	
An Assessment on the Management Styles of Public Elementary School Administrators in Relation to their Profiles and Attitudes	328
Jannete Manaig, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUUA-0004	
An Enhanced Remedial Mathematics Class for Grade 9 Students	329
Markson Mejia, Teacher III SUBMISSION ID: R005-SORSOC-0010	
An Error Analysis on the Punctuation Marks of the Grade 11 Students in Dr. Maria D. Pastrana National High School	330
Josephine Villaverde, DMDPNHS SUBMISSION ID: R04A-QUEZON-0368	
An Evaluation of Music Education Program as Perceived by the Students in Kaylaway National High School, Nasugbu, Batangas	331
Florenda Noche, Department of Education SUBMISSION ID: R04A-BATANP-1432	
An Evaluation of the Effectiveness of Educational Assistance in Pupils' Attendance at Balayong Elementary School	332
Aileen Panopio, Department of Education - Balayong Elementary School SUBMISSION ID: R04A-BATANP-1641	
An Evaluation of the Factors That Affect the Learning Behavior of Grade Three Learners of Subic Elementary School: Basis for Proposing Strategies to Develop Positive Learning Behavior	333
Merici Azucena, Department of Education SUBMISSION ID: R04A-BATANP-1516	
An Illiterate Adult's Struggles and Journey Towards Literacy Education	334
Gloria Salazar, Dacanlao Gregorio Agoncillo National High School SUBMISSION ID: R04A-BATANP-0834	
An Intervention Class for the Grade 8 Students of Bagbag National High School	335
Klarisse Mae Cidel, Bagbag National High School SUBMISSION ID: R04A-CAVTTP-0247	

An Intervention in Mathematics among Grade IV Pupils in Tipas Elementary School Marcelina Mendoza, Department of Education - San Juan East SUBMISSION ID: R04A-BATANP-1630	336
An Intervention Program Towards Addressing Common Problems among Senior High School Students Racquel Austria, Department of Education - Cabuyao SUBMISSION ID: R04A-CABUYA-0013	337
An Inventory of the Learning Styles of Grade 7 Regular Students: Basis for Material Development Plan and Adjustment of the Teaching Styles of their Teachers Marissa Jamili & Marlon Dagsan, Department of Education SUBMISSION ID: R012-SARANG-0009	338
An Online Educational Platform for the 21st Century Literature: Answer to the 21st Century Challenges Libranda, Joel I., SDO - Calamba City, Alejandro Tatlonghari, & Perez, Rochelle R., Looc integrated school SUBMISSION ID: R04A-CALAMB-0375	339
An Overtune to Hygiene and Sanitation: Maximizing Pupils' Awareness at Mabini Central School Emiteria Villamor, Mabini Central School SUBMISSION ID: R04A-BATANP-1142	340
Analgesic Influence of Intensive Reading Interventions in Addressing Reading Problems Mellanie Corachea, Department of Education - Lipa SUBMISSION ID: R04A-LIPAC1-0095	341
Analysis and Recommendations for Common Problems Encountered on the Educational Media Centers at STI College Batangas Joebert Cepillo, Paharang Integrated School SUBMISSION ID: R04A-BATANC-0405	342
Analysis of Academic Performance of Six-Year-Old and Seven-Year-Old Grade One Pupils in Nasugbu West Central School Consuelo Sajona SUBMISSION ID: R04A-BATANP-2168	343
Analysis of Character Development among Grade I Pupils at Talaga Elementary School Maximina Recto, Melinda Mendoza, Department of Education, & Rosalina Aspi, Talaga Elementary School SUBMISSION ID: R04A-BATANP-1187	344
Analysis of Errors Encountered by Grade 7 Students in the Study of Integers: Basis for Proposed Action Plan Eunika Zurbano, Tanza National Trade School SUBMISSION ID: R04A-CAVTTP-0084	345
Analysis of Least Mastered Skills in Science 5: Basis for an Intervention Program Sheryl Romero & Gerly B. Bajita, Department of Education - San Mateo SUBMISSION ID: R04A-RIZALP-0340	346
Analysis of Pupils' Performance in English: Basis for School-Initiated Intervention Analiza I. Sarmiento, Department of Education SUBMISSION ID: R04A-LIPAC1-0103	347
Analysis of Relationships of Approaches to Happiness and Job Satisfaction to Job Performance of Public Secondary School Teachers in Selected Schools in the Division of Cavite Paolo Christopher Borja, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0221	348

Analysis of the 2016 -2017 Project All Numerates Test Results among Batangas City East Elementary School Pupils: Basis for Remedial Teaching Program	349
Teresita Perez, Department of Education SUBMISSION ID: R04A-BATANC-0430	
Analysis of the Written English Essay of Grade Six Pupils of Rosario West Central School: Basis for Intervention	350
Maria Theresa Marasigan, Department of Education -Rosario West Central School SUBMISSION ID: R04A-BATANP-1816	
Analysis on the Behavioral Characteristics of Selected Grade 8 Students of ASHI: Basis for Values Formation Program S.Y. 2016 -2017	351
Marife Aquino, Amaya School of Home Industries SUBMISSION ID: R04A-CAVITP-0106	
Analysis on the Linguistic Competence of Grade 12 Students of Padre Garcia National High School	352
Mylene Cuadro, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0386	
Analytical Study on Truancy of Students in Pedro A. Paterno National High School	353
Faith De Leon SUBMISSION ID: R04A-BATANP-0255	
Analyzing Parental Involvement in Kindergarten of Nangkaan Elementary School	354
Imee Banayat, Irma O. Amurao, & Juvie C. Bautista, Nangkaan Elementary School SUBMISSION ID: R04A-BATANP-0367	
Analyzing the Level of Gender-Responsiveness of the Teaching-Learning Materials Used in Mathematics from Grades 1to 6 in the Division of Cavite	355
Marilyn Lengson, Mary Jane Luna, & Eva Malimban, Department of Education - Cavite SUBMISSION ID: R04A-CAVITP-0197	
Ancillary Assignments of Teachers: A Preparatory Professional Development Scheme for Teacher Leadership Enhancement	356
Louiegrace G. Margallo, Madonna P. Mabilangan, & Rosie B. Llanes, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-2306	
Ang Epekto Ng Paggamit Ng Programang ABAKADAPA Sa Antas Ng Pag-Unawa Sa Pagbasa Ng Mga Mag-Aaral Sa Ikapitong Baitang Pangkat Acacia Ng Pambansang Mataas Na Paaralan Ng Dagatan Dolores, Quezon Sa Panu	357
Christian-Raymond Herrera, Department of Education, Dagatan National High School SUBMISSION ID: R04A-QUEZON-0309	
Ang Paggamit ng Graphic Organizer sa Pagtuturo ng Maikling Kwento sa mga Piling Mag-aaral ng Baitang 7 sa Pambansang Mataas na Paaralan ng Talipan	358
Roselyn Acesor, Teacher, Researchers' Association of Department of Education Quezon SUBMISSION ID: R04A-QUEZON-0229	
Ang Paggamit Ng Sariling Wika Bilang Wikang Panturo Sa Pagtuturo Ng Matematika Sa Baitang Tatlo Sa Klaster II Ng Santa Rosa, Laguna: Batayan Sa Pagpapaunlad Ng Kaalaman at Kakayahan	359
Jeannie Del Rosario SUBMISSION ID: R04A-STAROS-0065	
Ang Pag-unawa sa Binasa at Akademikong Pag-unlad ng mga Mag-aaral sa Ika-anim na Baytang	360
Thelma Allado SUBMISSION ID: R04A-CAVITP-1496	

- Ang Panitikang Popular sa Pagtuturo ng Filipino sa Ika-Anim na Baitang sa Ikalawang Distrito, Klaster 5 ng Dibisyon ng Lungsod ng Calamba: Isang Batayan sa Pagbuo ng Mungkahing Gawain** 361
Rodelio Hernandez, Banlic Elementary School
SUBMISSION ID: R04A-CALAMB-0159
- Antifungal Activity of Paragis (Eleusine Indica) Shoot Extract on Dandruff Causing P.Ovale Yeast** 362
Brigida Adoptante, Department of Education
SUBMISSION ID: R04A-BATANP-2133
- Antifungal Property of Radish (Raphanus Sativus) Extract: Potential Cure for Athlete's Foot** 363
Aravelle V. Remos, Department of Education, ETTMNHS
SUBMISSION ID: R04A-CAVITP-1082
- Anton's Computer Aided Instructional Materials (ACAIM): to Improve the Numeracy Skills of Grade Six Pupils in Multiplying and Dividing Fractions and Decimals** 364
Anthony C. Taberara, Tambis Central Elementary School
SUBMISSION ID: R013-SURSUR-0115
- Anxiety as a Factor Affecting Communication Skill in English among Grade Four Carnation Pupils at Tambo Elementary School** 365
Mary Jane Maitim, Department of Education
SUBMISSION ID: R04A-LIPAC1-0092
- AP Learning Module: A Basis for Academic Performance of Grade 5 Pupils** 366
Fay Eunice Digma & Shiela Marie Solomon, Alfonso Municipal Association Of Research Educator
SUBMISSION ID: R04A-CAVITP-1007
- Applicability and Usability of Performance Tasks in Senior High School English Subjects to the Work Immersion Communication Needs of Gulod SHS Students** 367
Mylene Enriquez, Gulod Senior High School
SUBMISSION ID: R04A-BATANP-1877
- Application and Effectiveness of Spark to Grade 3 Pupils of Pacheco Elementary School for S.Y. 2018- 2019** 368
Jonaling Austria & Amorlina Loyola, Pacheco Elementary School
SUBMISSION ID: R04A-CAVITP-1542
- Application of Games in Improving Word Recognition in Dolch Basic Sight Words for First Graders at San Felipe Elementary School** 369
Marilou Flotado, San Felipe ES, San Felipe Padre Garcia Batangas
SUBMISSION ID: R04A-BATANP-0112
- Application of Interactive Multimedia as Teaching Learning Tools in Mathematics for Kindergarten Learners** 370
Joan Torres
SUBMISSION ID: R04A-BATANP-2128
- Application of Mathematical Equation in Activities of Daily Lives** 371
Marie Shelly Seismundo, Department of Education
SUBMISSION ID: R001-URDANE-0037
- Application of Multiple Intelligence on Behavioral Problems of Pupils in Balagtas Elementary School** 372
Melisa Bagsit
SUBMISSION ID: R04A-BATANC-0307
- Application of Theory Based Instructional Strategies in Teaching English among Grade One Pupils in Public Elementary Schools Division of Batangas City: An Analysis** 373
Karen Guerra, Department of Education - Batangas City
SUBMISSION ID: R04A-BATANC-0484

Applications of Equivalent Fractions in Improving Addition and Subtraction of Fraction Skills	374
Joan Barrera, Maria Carla Nazareno, & Princes Miesie Anata, NAIC NHS SUBMISSION ID: R04A-CAVITP-0910	
Apply new Learning to Enrich Resources for Teaching Strategies in Grades I to III	375
Geralda Resultan SUBMISSION ID: R013-SURSUR-0321	
Proposed Developmental Plan to Minimize Absenteeism among Grade III - Rose Pupils of Balisong Elementary School	376
Mabelle Aranda SUBMISSION ID: R04A-BATANP-2316	
Arithmetic Readiness Skills of Children with Mild to Moderate Intellectual Disability: Basis for a Proposed Workbook	377
Loida Garcia, Candelari Elementary School - Main SUBMISSION ID: R04A-QUEZON-0281	
Articulating the English Language through Project Resolute Vocal Training	378
Joan Tampioc, Department of Education SUBMISSION ID: R005-CAMSUR-0031	
Asean Integration Challenges and Change Management Practices: their Impact on Language Teachers' Perception on Curriculum, its Delivery, and Assessment	379
Josefina Fabra, Punta Integrated School SUBMISSION ID: R04A-CALAMB-0209	
Asean Integration to Education in Selected Higher Educational Institutions: An Analysis	380
Allan Victor Katigbak, Department of Education - San Pablo SUBMISSION ID: R04A-SANPAB-0019	
Asiactive at MNHS: Activating Schema on Concept Building in Asian History among Grade 7 Learners at Mataasnakahoy National High School	381
Charito Recio, Department of Education SUBMISSION ID: R04A-BATANP-2065	
Aspirations in Education of Muslim Children and their Parents' Occupational Expectations	382
Mylah Sadavao, Teacher SUBMISSION ID: R012-SARANG-0016	
Assembling Consumer Industrial Products Using Instructional Mock-Ups	383
Cyril Abraham Linguete, Department of Education-Alabat Island National High School SUBMISSION ID: R04A-QUEZON-0204	
Assembling/Repairing Electronic Products and System Trough Practical Application among Grade Nine Students of Bauan Technical High School	384
Victorino Diola, Bauan Technical High School SUBMISSION ID: R04A-BATANC-0520	
Assessing Community Involvement in Promoting Brigada Eskwela at Bonliw Elementary School	385
Ann Michelle Baral, Department of Education SUBMISSION ID: R04A-BATANC-0414	
Assessment of Teachers Numeracy Practices in the Elementary: Basis to a Crafted School-Based Scheme in Enhancing Mathematics Instructions	386
Rizzalyn Capatoy SUBMISSION ID: R04A-TANAUA-0145	
Assessing the Effectiveness of MUSENIP in the Improvement of Mathematical Skills of Grade Two Pupils in Caridad Ilaya Elementary School	387
Juliana Honeylet Amper, Department of Education	

SUBMISSION ID: R04A-QUEZON-0172

Assessing the Financial Literacy among Selected Public Secondary School Teachers of Maragondon District, Cavite 388
Djhoana I. De Luna, Elain Malones, Eula Faith Miracle V. Andam, & Jenette E. Saburao, Myra Lyn T. Bergunio, CNSHS
SUBMISSION ID: R04A-CAVITP-0186

Assessing the Grade 12 SHS Work Immersion on their Task Performance Towards Crafting an Enhancement Activity 389
Vina Retusto, CIS
SUBMISSION ID: R04A-CALAMB-0222/ R04A-CALAMB-0226

Assessing the Grade 12 SHS Work Immersion on their Task Performance Towards Crafting an Enhancement Activity 390
Mariecor Limpiado & Vina Restuto, CIS
SUBMISSION ID: R04A-CALAMB-0222/ R04A-CALAMB-0226

Assessing the Impact of Code-Switching in English as Second Language Classes 391
Jaina Rose Yambao, Teacher 1
SUBMISSION ID: R04A-CALAMB-0412

Assessing the Reading Comprehension Skills of Grade 5 - Hope Pupils of Gregorio Paradero Elementary School: Basis for a Proposed Intervention Program 392
Maria Joanna Abiad, Department of Education
SUBMISSION ID: R04A-BATANP-2117

Assessing the Relationship of Good Reading Comprehension and Skill in Solving Two to Three Word Problems in Mathematics in Abiacao Elementary School 393
Jocelyn Tano, Department of Education - San Luis
SUBMISSION ID: R04A-BATANP-1687

Assessing the Success Indicators of Grade 10 Students: A Directive Instrument to School-Based Academic Guidance Plan 394
Merry Joy Ching, Teacher I & Delon Ching, Instructor I
SUBMISSION ID: R04A-CALAMB-0267

Assessment of Alternative Learning System Literacy Cum-Livelihood (Community-Based Training) Program in the Division of San Pablo City 395
Marites Eslabon, Department of Education/RMNHS
SUBMISSION ID: R04A-QUEZON-0329

Assessment of Bullying Incidence among Grade Iv Pupils' of Koronadal Central Elementary School-1: Basis for the Development of Anti-Bullying Program 396
Rhea Javier
SUBMISSION ID: R012-KORONA-0014

Assessment of Character Education Program in Public Elementary Schools in the District of Binangonan II Division of Rizal 397
Mary Anne Magahis, Department of Education
SUBMISSION ID: R04A-RIZALP-0308

Assessment of Cornerstone Program as an Intervention to Reduce Drop Out 398
Arleen B. Bactin & Eulalia I. Marquez, City Schools Division of Dasmarias
SUBMISSION ID: R04A-DASMAR-0039

Assessment of Institutional Plans of Selected Private Schools in Batangas Lipa City Science Integrated National High School 399
Gerardo Mista, Lipa City Science National High School
SUBMISSION ID: R04A-LIPAC1-0220

Assessment of Leadership Skills of Selected Public Elementary School Heads as Perceived by the Teachers in the Division of Lipa City: Basis for Enhancement program 400
Aleli C. Nitoral, Principal 1
SUBMISSION ID: R04A-LIPAC1-0158

- Assessment of Learners' with Special Educational Needs Basis for Adaptation in Inclusive Education** 401
Debralyn Nesnia, Department of Education - Lemery
SUBMISSION ID: R04A-BATANP-0929
- Assessment of Learning Outcomes among Kindergarten Learners in the Division of Santa Rosa Laguna: An Assessment** 402
Robert Macalindong, Department of Education
SUBMISSION ID: R04A-STAROS-0066
- Assessment of Logical-Mathematical Intelligence of Science Technology Engineering and Mathematics (STEM) Students in Baybayin National High School** 403
Fely M. Capanay, Lalaine Capili, & Mary Dane Laylo, Baybayin National High School (Grade 7-12)
SUBMISSION ID: R04A-BATANP-1158
- Assessment of Nutritional Status and the Academic Performance of Grade Three at Lemery Pilot Elementary School: Basis for Enhance Feeding Program** 404
Arcelita Ricalde, Department of Education - Lemery
SUBMISSION ID: R04A-BATANP-1368
- Assessment of Oral Communication Skills of Humanities and Social Sciences Students: Basis for a Proposed Speech Intervention Program** 405
Cristy Reyes, Lemery Senior High School
SUBMISSION ID: R04A-BATANP-1007
- Assessment of Oral Reading Ability of Grade 7 Students in Bauan Technical High School: Basis for a Proposed Reading Intervention Program** 406
Estelita Rivera, Bauan Technical High School
SUBMISSION ID: R04A-BATANP-2323
- Assessment of Oral Reading Comprehension of Grade Four Pupils: Basis for the Preparation of Oral Reading Exercises** 407
Lorna Reyes, Department of Education Batangas Province/Rosario West District/Itlugan Elementary School
SUBMISSION ID: R04A-BATANP-0474
- Assessment of Private School Administrators Capacity in Preparation of Documents for Government Permit to Operate** 408
Elvie Malaluan, Department of Education - Lipa City
SUBMISSION ID: R04A-LIPAC1-0245
- Assessment of Problem-Solving Skills of Grade Five Learners of LPES: Basis for Proposed Intervention Activities** 409
Judith Lacorte, Lemery Pilot Elementary School
SUBMISSION ID: R04A-BATANP-2278
- Assessment of Pupils' Disciplinary Problems at Tubahan Elementary School** 410
Mary Joy Magboo, Myreen Legarte, Teacher 1, & Lerma Magnaye, Head Teacher 1
SUBMISSION ID: R04A-BATANP-1876
- Assessment of Pupils Behavior by Pupils Themselves and Academic Achievement Factor in Science of Grade Six Pupils of Alfonso Central School** 411
Geraldyn Alcazar & Ma. Theresa H. Criste, Department of Education
SUBMISSION ID: R04A-CAVITP-1056
- Assessment of Reading Level in Atisan Elementary School: A Basis for Reading Action Plan** 412
Dexter Pagkaliwagan, Stmo. Rosario Elementary School
SUBMISSION ID: R04A-SANPAB-0093
- Assessment of Reading Readiness for Grade 1 Pupils at Lemery Pilot Elementary School: Basis for Proposed Learning Reading Materials** 413
Marites Enriquez, Department of Education - Lemery

SUBMISSION ID: R04A-BATANP-0932

Assessment of Research Writing Skills among Grade Ten Students in Bukal National High School 414

Mary Jean Camille Bayhon, Teacher III

SUBMISSION ID: R04A-BATANP-0569

Assessment of Robotics Program as Perceived by Grade 7- Special Science Class of Alfonso National High School 415

Elenita Hernando, Teacher

SUBMISSION ID: R04A-CAVITP-0249

Assessment of School Facilities and its Relation to the Academic Performance of the Senior High School Student 416

Marry Jean S. Bindoy, Calamba Integrated School

(Adviser: Mariecor Limpiado)

SUBMISSION ID: R04A-CALAMB-0152

Assessment of Secondary Public School Teachers on the Implementation of Differentiated Instruction in REINA Cluster, Division of Quezon 417

Ailyn Barrameda, Department of Education

SUBMISSION ID: R04A-LUCENA-0011

Assessment of Strengthened Technical Vocational Education Program - Competency-Based Curriculum (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation 418

Diana Jean D. Delagon, Department of Education

SUBMISSION ID: R04A-CAVITP-0349

Assessment of Study Habits and their Implications on Students' Academic Performance of Grade IV-Lilac at West Bauan Central School 419

Rodelia Garcia, Department of Education Bauan West District

SUBMISSION ID: R04A-BATANP-1648

Assessment of the Effectiveness of K-12 Curriculum Implementation in Selected Elementary Schools in the Division of Rizal: Basis for Policy Recommendation 420

Ricardo Mondoñedo, Department of Education

SUBMISSION ID: R04A-RIZALP-0145

Assessment of the English Instructions at Gregorio Agoncillo Elementary School: A Basis for a Proposed Action Plan 421

Ma. Adeline Buhay

SUBMISSION ID: R04A-BATANP-1522

Assessment of the Existing Monitoring System for Grade 10 At-Risk Students in Banilad National High School 422

Victoria Domingo, Batangas Researchers Association for Value-Driven Education

SUBMISSION ID: R04A-BATANP-1294

Assessment of the Grade Six Learners' Performance in Math Challenge Activities and Difficulties Encountered: Basis for the Development of a Proposed Action Plan 423

Maricon Estrellado, Department of Education

SUBMISSION ID: R04A-QUEZON-0230

Assessment of the Guidance and Counseling Services in the Division of Batangas City 424

Marian De Mesa, Banaba West National High School, Aurelia G. Vivas, Department of Education - Batangas City, & Julieta M. Balmes, Simlong Elementary School

SUBMISSION ID: R04A-BATANC-0366

Assessment of the Humss Work Immersion Program: A Basis for an Enhanced Program 425

Karen Calim & Gemma Marie C. Baltazar, Department of Education

SUBMISSION ID: R001-URDANE-0021

Assessment of the Ict Skills of Technical-Vocational-Livelihood Students of Gulod Senior High School: A Comparison of Self-Assessment and their Actual Skills 426

Glenda Delizo, Department of Education - Batangas City Division
SUBMISSION ID: R04A-BATANC-0349

Assessment of the implementation of Department of Education Order No. 54, s.2009 entitled" Revised Guidelines Governing Parents-Teachers Associations at the School Level in Calamba City Division: Basis for the Proposed Area 427

Ronald Manaig, Department of Education - Division of Calamba
SUBMISSION ID: R04A-CALAMB-0416

Assessment of the Improvement of Grade Seven - Venus Students' Competency in Addition and Subtraction of Integers Using the Net-Worth Concept 428

Grace Robledo, Loddod INHS
SUBMISSION ID: R04A-LIPAC1-0076

Assessment of the Instructional Supervisory Practices of Elementary School Principals on their Relationship to School Performance: Basis for a Proposed Development Program in Instructional Supervision 429

Merlinda Sanchez, Quisao Elementary School
SUBMISSION ID: R04A-RIZALP-0057

Assessment of the Level of Cognitive Proficiency of School Administrators in a Selected District, Division of Batangas 430

Evelyn Ojales
SUBMISSION ID: R04A-BATANP-2213

Assessment of the Reading Comprehension Level of Grade Vi Pupils in Payapa Elementary School 431

Jennie Lyn Carolino, PPSTA
SUBMISSION ID: R04A-BATANP-0015

Assessment of the Reading Level of Grade Ii Daisy; Basis for Action Plan 432

Charity Cuevas, Department of Education - Lipa City
SUBMISSION ID: R04A-LIPAC1-0226

Assessment of the Reading Performance of Grade I to Vi Pupils at Ibaan District: Basis for Project Stars (Strengthening the Afternoon Reading Session) 433

Norma Cantos, Department of Education
SUBMISSION ID: R04A-BATANP-1565

Assessment of the School-Based Feeding Program in Mayasang Elementary School: Basis for Feeding Intervention Program 434

Dolores Endaya, Department of Education
SUBMISSION ID: R04A-BATANP-0713

Assessment of the Spiral Approach Progression in Four Learning Areas in Teaching Science Subjects: Advantages and Disadvantages 435

Wilson Ojales, Principal
SUBMISSION ID: R04A-BATANP-1923

Assessment of the Sustainability of Adopt-A-School Project at Leon M. Manigbas Elementary School 436

Rienalyn Calingasan & Generose C. Caguimbal, Department of Education - Batangas
SUBMISSION ID: R04A-BATANP-0384/R04A-BATANP-0324/R04A-BATANP-0377

Assessment of the Sustainability of Adopt-A-School Project at Leon Manigbas Elementary School 437

Generose Caguimbal & Rienalyn Calingasan, Department of Education
SUBMISSION ID: R04A-BATANP-0384/R04A-BATANP-0324/R04A-BATANP-0377

Assessment of TLE (Home Economics) and Instructional Facilities as Correlates to Academic Achievement at Tagaytay City Science National High School: Basis for Proposed Development Plan 438

Maribel Bawar, Tagaytay City Science National High School
SUBMISSION ID: R04A-CAVITP-0795

- Assessment of Using Multi-Media Devices as an Instructional Tool in Teaching Cookery Subject among Students of Maximo T. Hernandez Memorial National High School** 439
Loraine Tenorio, Department of Education – Batangas, Maximo T. Hernandez Memorial National High School
SUBMISSION ID: R04A-BATANP-2104
- Assessment of Water Quality in Different Water Stations with Emphasis on Microbial Loads** 440
Jhon Carlo L. Alberto, Rosario National High School
(Adviser: Grace Desca)
SUBMISSION ID: R04A-CAVITP-1119
- Assessment of Wellness Program in Teaching Physical Education among Elementary School Learners** 441
Danica Quillooy, Department of Education - Tanauan City
SUBMISSION ID: R04A-TANAUA-0021
- Assessment of Work Immersion Program at Bolbok Integrated National High School** 442
Ruperto III Castillo, Bolbok Integrated National High School
SUBMISSION ID: R04A-LIPAC1-0207
- Assessment on Batang Atikha School-Based Program for OFW Children in Mabini District** 443
Ofelia Del Mundo
SUBMISSION ID: R04A-BATANP-0958
- Assessment on Compliance in Proper Waste Management of Grade 9 Students in Camp Vicente Lim Integrated School** 444
Siena Mae Domingo, Camp Vicente Lim IS
(Adviser: Rafaela R. De Villa)
SUBMISSION ID: R04A-CALAMB-0339
- Assessment on Knowledge, Attitude, and Practices (KAP) of Sto. Tomas Integrated High School on the Use of Science Laboratory as Basis for Developing a Supplementary Tool in Learning Science** 445
Randy Orense, Sto Tomas IHS
(Adviser: Marvin Umali)
SUBMISSION ID: R04A-LAGUNA-0136
- Assessment on the Difficulties/Challenges Experienced by Teachers and Students of Rizal National High School in the Implementation of the Spiral Progression Approach in Teaching Science and Math** 446
Janet Lapitan, Department of Education - Lipa
SUBMISSION ID: R04A-LIPAC1-0184
- Assessment on the Effectiveness of WASSTE Management Program at E. T. Tirona Memorial National High School** 447
Justine Dave Icaza, Pete Rhandell Alonzo, & Vhon Harbie T. Diano, Department of Education/ETTMNHS
SUBMISSION ID: R04A-CAVITP-1072
- Assessment on the Engagement Process on Specialized Courses on TLE Under K-12 Curriculum** 448
Dangie Cadacio, Department of Education
SUBMISSION ID: R04A-BATANP-1309
- Assessment on the Impact of Computers and Other Gadgets on the Academic Performance of Grade V Pupils of Looc Elementary School** 449
Lyca Guevarra - Brave
SUBMISSION ID: R04A-BATANP-0476

- Assessment on the Teaching Competencies of Faculty Members in Selected Public High Schools in Division of Santa Rosa City, Laguna: Basis for Teachers Development Program** 450
Divine Grace T. Alipala, Southville IV NHS - Department of Education Santa Rosa
SUBMISSION ID: R04A-STAROS-0019
- Assessment on the Vocabulary Level of Grade 10 Ingenuity Class of Mangagoy National High School: Basis for Intervention** 451
Hizzel De Castro, Department of Education - Tagbina National High School
SUBMISSION ID: R013-SURSUR-0249
- Assessment on Trainers Methodology and Capability Training Program for TM Holders: Input to Technical Vocational Skills Development** 452
Romeo E. Endraca & Melody D. Gonzales, Department of Education
SUBMISSION ID: R04A-CAVITP-0066
- Assessment Power of Three-Tier Multiple Choice Questions in Displaying Understanding and Confidence Level of Shs Students in Kinetic Molecular Theory** 453
Annabel Aguado, Balete Integrated School
SUBMISSION ID: R04A-BATANC-0261
- Assessment Practices and Self-Perceived Skills of Secondary School Teachers in Ocampo District, Division of Camarines Sur** 454
Farrel Laporteza
SUBMISSION ID: R005-CAMSUR-0025
- Assessment through Online Examination: Its Effect on the Academic Performance of Science and Technology, Engineering and Mathematics Students of Anselmo A. Sandoval Memorial National High School** 455
Aizel Anne De Chavez, Anselmo A. Sandoval Memorial National High School
SUBMISSION ID: R04A-BATANP-1371
- Assisting At-risk Pupils to Solve Mathematical Word Problems through the Use of Direct Instruction and Problem Solving Strategies for Grade Four to Grade Six Pupils in Kayrilaw Elementary School** 456
Agnes Rogador
SUBMISSION ID: R04A-BATANP-1702
- Assisting Pupils on the Attainment of Positive Study Habits in English of Learners at Calumala Elementary School** 457
Mary Rose Atienza, Teacher – III, Raquel B. Aure, Teacher - III, & Jolean G. Siscar, Teacher - I
SUBMISSION ID: R04A-BATANP-0863
- Athletes, Coaches, Trainers, Supervisors/School Heads (Acts) Stewardship Self-Assessment and the In-House Training of Quirino Athletic Delegation for the Cavraa 2017: An Analysis** 458
Mely M. Rubi, Ph.D., Rodante L. Nadal, & Orlando E. Manuel, Ph.D., CESO VI, Department of Education - Quirino
SUBMISSION ID: R002-QUIRIN-0151
- Athletics Related Activities: Effects on the Academic Performance of Student-Athletes** 459
Jenielyn Austria, Department of Education
SUBMISSION ID: R04A-BATANP-0854
- Attaining the Learning Competencies through POC3 Process Despite Class Disruption** 460
Siony Lat, DMDPNHS
SUBMISSION ID: R04A-QUEZON-0126
- Attendance Cards Scanning: Its Impact on the Attendance Rate and Learning Habits of Grade 12 ICT/CSS Students of Victoria Senior High School, Victoria, Laguna** 461
George Oliva & Daryl Peralta, Department of Education - Laguna
SUBMISSION ID: R04A-LAGUNA-0047

Attitude and Academic Performance of Selected Junior High School Students in Filipino Subject	462
Marie Abigael Capuno, Tagaytay City Science National High School SUBMISSION ID: R04A-CAVTTP-0748	
Attitude of Grade 7 Students Towards the Teaching of Araling Panlipunan in Lumbangan National High School: Basis for an Action Plan	463
Amalia Agquiz, Department of Education - Division of Batangas Lumbangan NHS SUBMISSION ID: R04A-BATANP-1632	
Attitude of Grade Six Pupils of Lumaniag Elementary School Towards Reading: Basis for Instructional Enhancement	464
Riza Aurelio, Department of Education SUBMISSION ID: R04A-BATANP-0804	
Attitude of Public Elementary School Teachers of Tanauan City South District Towards In-Service Training Program: A Basis for a Training Design	465
Riza Arota, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUA-0006	
Attitude of Public School Teachers Toward Graduate Education: Trajecting Continuing Professional Development Today; Projecting Efficient Leadership of Tomorrow	466
Rosalie Malabanan, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0281	
Attitude on Cooperative Learning of Grade Five Mathematics Pupils and its Relation to their Academic Performance in the Selected Public Elementary School in Municipality of Alfonso	467
Luisa Condat SUBMISSION ID: R04A-CAVTTP-0297	
Attitude Towards the Use of Technology of Selected Grade 10 Students at Boot National High School: Basis for an Enhancement Program	468
Ma. Jessa Barrion, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUA-0033	
Attitude Towards the Used of Mother Tongue Based Multi-Lingual Education in Mathematics and Academic Performance of Grade 2 Pupils: Basis for Lesson Exemplars	469
Reyna Estoria, Teacher SUBMISSION ID: R04A-CAVTTP-0586	
Attitudes and Anxieties of Gas and Tvl Strand Students Towards English as Medium of Instruction in Emiliano Tria Tirona Memorial National High School-Integrated Senior High School A.Y. 2018-2019	470
Marisol Encarnacion & Angelica Peregrino, Department of Education ETTMNHS SUBMISSION ID: R04A-CAVTTP-1065	
Attitudes and Competencies of Teachers in Using Multimedia Technology in Teaching at Wenceslao Trinidad Memorial National High School	471
Jhoan Suarez & Lanny Tolentino, Department of Education SUBMISSION ID: R04A-BATANP-0750	
Attitudes and Mathematics Performance among Grade 10 Students of Ungos National High School at Real, Quezon towards an Effective Mathematics Instruction	472
Luzveminda Selim, Ungos National High School SUBMISSION ID: R04A-QUEZON-0094	
Attitudes of Public Elementary School Teachers Towards School Learning Action Cell in the Division of Tanauan City: Basis for a Proposed Action Plan	473
Marilou Castillo, PESPA SUBMISSION ID: R04A-TANAUA-0212	
Attitudes of Teachers on Using Educational Technology in Tuy District	474
Jona De Jesus	

SUBMISSION ID: R04A-BATANP-1531

Attitudes of Teachers Towards Strategic Intervention Material and Academic Competence of Grade 8 Students in the Division of Lipa, S.Y. 2015-2016 475
Aillen De Guzman, Bolbok Integrated National High School
SUBMISSION ID: R04A-LIPAC1-0143

Attitudes Toward School Paper Publication and Journalistic Skills of School Paper Advisers in Rosario West District, Division of Batangas 476
Marilyn Marasigan, Department of Education
SUBMISSION ID: R04A-BATANP-0904

Attitudes towards Fraction of Grade Six Pupils of Iriga Central School, Iriga City 477
Jacob Jove, Iriga Central School
SUBMISSION ID: R005-IRIGAC-0025

Attributes of Teachers' Job Satisfaction and Pupils' Performance in the City Schools Division in the Second District of Laguna 478
Norma Carta, Banlic Elementary School
SUBMISSION ID: R04A-CABUYA-0086

Audio-Assisted Reading and the Reading Comprehension of Grade 7 Students 479
Ester Espinido, Department of Education
SUBMISSION ID: R013-SIARGA-0003

Augmenting Science Performance through Cooperative Learning at San Gregorio Elementary School 480
Edjie Calanog & Elisa Bathan, Teacher III
SUBMISSION ID: R04A-BATANP-0447

Augmenting Sta. Lucia National High School Grade 8 Learners' Performance on the Use of Spatial Prepositions through Localized Board Game 481
Riza Lyn Salvanera & Remark Salvanera, Sta. Lucia National High School
SUBMISSION ID: R04A-QUEZON-0292

Aural Comprehension Processes to Enhance the Listening Comprehension of Grade 10 Students 482
Jovy Vergara, Department of Education
SUBMISSION ID: R04A-BATANP-0458

Authentic Game-Based Learning Approach and Grade 7 Students' Scientific Inquiry Skills: Addressing Misconceptions in Physics 483
Reden G. Briz, Pedro Guevara Memorial National High School
SUBMISSION ID: R04A-LAGUNA-0088

Authentic Tasks as Tools for Teaching Grade One Pupil of Wawa Elementary School 484
Apolinaria Villafranca
SUBMISSION ID: R04A-BATANP-1937

Authentic Teaching Materials (ATM) Basis on Innovative Teaching Strategies in Filipino 485
Jenny Linguete, Department of Education, Lopez National Comprehensive HS/ University of Nueva Caceres
SUBMISSION ID: R04A-QUEZON-0108

Automated Online Library Management System: An Innovative Digital Communication in Facilitating Resources 486
Joel Dela Cruz & Hernando Cortez, Master Teacher I
SUBMISSION ID: R04A-TAYABA-0015

Automated Record Keeping System for General Parents - Teachers Association Officers of General Mariano Alvarez Technical High School 487
Shamae Anne Carpio, GMATHS
(Adviser: Charisma Gredona)
SUBMISSION ID: R04A-CAVITP-0656

Automating Academic Reports through Electronic-Enhanced Material for Assessment and Review (Emar 1.0) for the Teachers of Division of Quezon	488
Raymar Francia, Cogorin Ibaba NHS SUBMISSION ID: R04A-QUEZON-0016	
Availability of Laboratory Resources and its Effects on Teaching - Learning Progression in Science	489
Annalee Noche & Decellen M. Garcia SUBMISSION ID: R04A-BATANP-0741	
Availability of Learner's Material in Fundamentals of Accountancy, Business and Management in Relation to the Academic Status of ABM 12 Students at Balayan Senior High School	490
Angelika Dimaala SUBMISSION ID: R04A-BATANP-0749	
Availability of Reading Materials and Students' Reading Performance: A Correlation of Pupils in Mapulo Elementary School, Mapulo, Taysan, Batangas	491
Fe P. Atienza & Maria Rebecca V. Abaday, Department of Education (Adviser: Ofelia P. Driz) SUBMISSION ID: R04A-BATANP-1181	
Availability, Electrical Installation, Functionality, Workshop Facilities, State	492
Jerwin R. Bohol, John Justin M. Caringal, & Lord Joshua B. Villanueva, Department of Education (Adviser: Juan Paulo Dipalac) SUBMISSION ID: R04A-BATANP-1609	
Avocado - Ripening Fruit	493
Florinda Rosal, Department of Education - Cavite SUBMISSION ID: R04A-CAVTTP-0244	
Awareness and Practices of Grade 12 Students in Implementing Proper Waste Management: A Step Toward Strengthening Values	494
Claus, Jhon Rey D., Pinamukan Integrated School, Batangas City (Adviser: Aileen Dela Guardia) SUBMISSION ID: R04A-BATANC-0052	
Awareness and Responsiveness Level on Proper Waste Segregation at San Pedro Elementary School	495
Wennie Joy Mendoza, Teacher SUBMISSION ID: R04A-BATANP-0570	
Awareness in Usage of Recycled Life Vest in Surviving Pupils in Times of Calamities at Ovidio Dela Rosa Elementary School	496
Arvin Armada, Division of Cavite City Arielita Lavandelo - Division of Cavite City SUBMISSION ID: R04A-CAVTTC-0074	
Awareness in Words Used in Port by the Residents of Barangay Dalahican, Lucena City	497
Jayson Miranda, Department of Education – Quezon National High School SUBMISSION ID: R04A-QUEZON-0266	
Awareness of Grade 7 Students of Ettmnhs with Regards to Earthquake Safety	498
Wilfredo Anagap, Shania Rosete, & Norman Saludes, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVTTP-1164	
Awareness of Jhs Teachers in the District of Los Banos on Culture-Based Education: A Basis of its Effective Implementation	499
Erieth Panganiban, Kyla Suba, & Marvin Umali, Department of Education SUBMISSION ID: R04A-LAGUNA-0093	
Awareness of Secondary Teachers on Research Ethics: Basis for Capability Building Program	500
Isagani Zolina, Education SUBMISSION ID: R012-SOUCOT-0052	

- Awareness of the Students in Violence against Women and Children in Secondary School** 501
Madonna P. Mabilangan, Edralyn D. Labay, & Diane O. Aguilera, Department of Education - Batangas
SUBMISSION ID: R04A-BATANP-2089
- Awareness of the Teachers in Implementing New Trends of Educational Approaches in Dagatan National High School** 502
Verlin Rey, RACE
SUBMISSION ID: R04A-BATANP-1035
- Awareness on Natural Hazard and Human-Induced Hazard of the Senior High School Students in Natalia V. Ramos Memorial National High School** 503
Marvin Moraleja, Ascendens Asia International Researchers Club
SUBMISSION ID: R04A-BATANC-0006
- Awareness on Culture-Based Education among Teachers of Sta. Filomena Integrated School: A Basis for its Effective Implementation** 504
Realyn Belen, Percival M. Gutierrez, Teacher, & Ma. Bella A. Santos, Principal
SUBMISSION ID: R04A-SANPAB-0070
- Awareness on Reproductive Health Education among Grade 11 Students in Kapayapaan Integrated School** 505
Pataueg, Jeremiah, Department of Education - Calamba City
(Adviser: Larra Marie Bernardo)
SUBMISSION ID: R04A-CALAMB-0284
- Awareness on School Rules and Regulations of the Senior High School Students at Emiliano Tria Tirona Memorial National High School-ISHS S.Y. 2018-2019** 506
Judy Anne N. Babasa & Meryl D. Balog, Department of Education, ETTMNHS
SUBMISSION ID: R04A-CAVTTP-1068
- Awareness on the Yaman and Kultura of Cavinti: Basis for Development of a Localized Teaching Materials** 507
Evelyn Blastique, Department of Education Cavinti
SUBMISSION ID: R04A-LAGUNA-0248
- Awareness to Challenges and Influences of Globalization on K to 12 and Teachers-Students Perception of the Curriculum** 508
Alma D. Acuna, Perlita Villanueva, & Rachelle L. Alcedo, Department Of Education
SUBMISSION ID: R04A-CAVTTP-0004
- Awareness, Practice, and Problems on the Implementation of Ecological Solid Waste Management: Basis for Development of an Intervention** 509
Jessica Duyan, Master's Graduate
SUBMISSION ID: R013-SURSUR-0242
- B3 (Bring Back the Basics): A Numeracy Program in Strengthening Foundations in Mathematics** 510
Mark Raphael M. Arasga & Eva Grace G. Paguirigan, Dasmariñas North National High School
SUBMISSION ID: R04A-DASMAR-0010
- Bahaghari in MNHS: A reward Scheme in Recognizing Learners Academic Performance in Araling Panlipunan** 511
Atena Rivera & Debbie Bhon Landicho
SUBMISSION ID: R04A-BATANP-2135
- Bakte: Creating Socio-Cultural Identity among Students of General Emilio Aguinaldo National High School towards the establishment as a Traditional Dance of Imus** 512
Ana Marie G. Ricafort & Ma. Theresa M. King, Department of Education
SUBMISSION ID: R04A-IMUSC1-0102
- Barriers in English Communication of Pupils as Second Language (SL) as Perceived by Teachers in Nasugbu West District, Nasugbu, Batangas** 513
Sarah Panganiban - Teacher I
SUBMISSION ID: R04A-BATANP-1298

- Basa Mo, Kaagapay Ako: A Program to Improve the Reading Performance of the Selected Grade 7 Students in Filipino** 514
Jeneth P. Alegado, Teacher
(Adviser: Jomel Montero)
SUBMISSION ID: R013-SURSUR-0178
- Basic Computer Literacy among Grade 12 Information and Communications Technology Students of FABINHS** 515
June Martin Del Mundo - FABINHS
SUBMISSION ID: R04A-LIPAC1-0037
- Basic Science Process Skills of Grade Seven Students in Southville IV National High School** 516
Emygil Christianne Ladia, Southville IV National High School
SUBMISSION ID: R04A-STAROS-0022
- Basic Science Process Skills, Multi-Learning Practices and Students' Performance in Grade 10 Science: Direction toward the Development of Integrated Science Process Skills** 517
Rizza Ebor, Department Of Education-Tipas NHS
SUBMISSION ID: R04A-BATANP-0252
- Basic Sentence Construction Skills Development of Grade Four Pupils at Sampa-Pacifico Elementary School** 518
Rasel Cabrera, Katherine Gay T. Capuno, &Sheenalyn B. Mouan, Department of Education Batangas, Sampa-Pacifico Elementary School
SUBMISSION ID: R04A-BATANP-1047/ R04A-BATANP-1124/ R04A-BATANP-1434
- Basura, I-Segregate Ta: (Our Wastes, Let's Segregate) a Program to Improve Solid Waste Management Practices of Florita Herrera Irizari National High School** 519
Reah Carmel S. Ruina - Teacher
SUBMISSION ID: R013-SURSUR-0083
- Batang Math-think-nik of Gregorio Paradero Elementary School: Factors That Affect the Mathematical Abilities of Grade 6 Pupils for School Year 2017-2018** 520
Aura Caunceran, Department Of Education
SUBMISSION ID: R04A-BATANP-2106
- Battling Difficulties in Implementing School-Based Feeding Program: Alternative Ways for Sustainability** 521
Josephine Arnigo, Department Of Education
SUBMISSION ID: R04A-BATANP-0212
- Bawi Goes 3rsp: Reuse, Reduce, Recycle and Produce: Redefining Gulayan Sa Paaralan Program** 522
Leila Lopez, Bawi Elementary School
SUBMISSION ID: R04A-BATANP-0396
- Beauty Generating Project (Bgp), Enhancement Skills in Nail Care Services: Class Performance Skills of Grade 9 at Tagasaka National High School** 523
Maria Rose T. Aquino
SUBMISSION ID: R013-SURSUR-0223
- Behavior of Kindergarten Learners with Working and Non - Working Mothers in Matagbak Elementary School: A Comparative Study** 524
Raiveelyn Vidanes, Nancy T. Masinsin, & Ma. Perla P. Masinsin, Matagbak Elementary School
SUBMISSION ID: R04A-RIZALP-0100
- Behavior Problems and Academic Performance of Grade 10 Students in Tipas National High School** 525
Maricel Asi - Teacher I
SUBMISSION ID: R04A-BATANP-0285

- Behavioral Intervention Approach: A Strategy to Decrease Inappropriate Behavior of Learners with Special Educational Needs of Tina Central Elementary School, San Miguel II District** 526
Dyanne Micah D. Murio, Teacher 1
SUBMISSION ID: R013-SURSUR-0275
- Behavioral Management Models for Teachers** 527
Marilou Sacay - Iriga Central School
SUBMISSION ID: R005-IRIGAC-0028
- Behavioral Manifestation of Primary Pupils on the Use of Mother Tongue in Pinamukan Ibaba Elementary School** 528
Lilian Francisco , Department of Education Batangas City
SUBMISSION ID: R04A-BATANC-0445
- Behavioral Patterns and Teaching Styles of Kindergarten Learners** 529
April Ann R. Marfil, Department Of Education
SUBMISSION ID: R013-SURSUR-0320
- Behavioral Problems Encountered by English Teachers in Doña Maria Laurel Platon Memorial School: Its Relationships to Pupils' Academic Performance** 530
Genalyn Cacao
SUBMISSION ID: R04A-BATANP-1056
- Behavioral Problems of Grade III Pupils at Sinisian Elementary School: Basis for Intervention Program** 531
Melanie Catapang, Department Of Education
SUBMISSION ID: R04A-BATANP-0681
- Beliefs About Change, Management Skills and Performance of the School Key Personnel in the Implementation of Result-Based Performance Management System: Reference for Division Policy Formulation** 532
Leticia A. Rogacion, Schools Division Office Of Imus City
SUBMISSION ID: R04A-IMUSC1-0075
- Benefits of Having a Small Business While Taking Abm Strand** 533
Daniel Joy Sael - GMATHS
(Adviser: Reney Boy Formilles)
SUBMISSION ID: R04A-CAVITP-0631
- Best Practices in Brigada Eskwela of Secondary Schools in Batangas Province** 534
Larry Garcia, Department Of Education, Division Of Batangas - Balete National High School
SUBMISSION ID: R04A-BATANP-2184
- Best Practices in Handling Parents Concern and Involvement About their Children's Academic Achievement of Grade 7 at Sta. Anastacia-San Rafael National High School** 535
Gina Villanueva & Loida Guevarra
SUBMISSION ID: R04A-BATANP-2105
- Best Practices in School-Based Feeding Program: Highlights of Experiences at Bawi Elementary School** 536
Perla Silva, Bawi Elementary School
SUBMISSION ID: R04A-BATANP-0286
- Best Practices in Teaching Commercial Cooking: Input to Pupils' Learning to Cook as Life Skill** 537
Celisel Leron, Baybayin National High School
SUBMISSION ID: R04A-BATANP-2214
- Best Practices in Teaching Mathematics Using Mother Tongue in Kawas National High School: Basis for Language Development Program** 538
Eleasar Limpiado Jr., Department Of Education
SUBMISSION ID: R012-SARANG-0034

Best Practices in the Utilization of Available Technological Devices in Teaching Mathematics at Shs Within Bayorbor Elementary School	539
Simeon De Torres - MSHS SUBMISSION ID: R04A-BATANP-0058	
Best Practices of Effective Instructional Supervision among School Heads in Infanta District Towards Improved School Performance	540
Jenny Morit, Department Of Education SUBMISSION ID: R04A-QUEZON-0159	
Big Bang Quiz Bee (A Review Game-Based Strategy) and the Grade 11 Students' Self Efficacy in Earth Science	541
Jayson K. Latade, Department of Education San Pablo SUBMISSION ID: R04A-SANPAB-0098	
Bikemate: An Android App with Data Analytics for Bmi Monitoring	542
Myra Flores, Tayabas City Division Stand Alone Shs SUBMISSION ID: R04A-TAYABA-0017	
Bilingualism in the Development of Communication Skills and Academic Learning of Students in Wenceslao Trinidad Memorial National High School	543
Cristian Flores, Consolacion Garcia, & Evaline Marcelino SUBMISSION ID: R04A-BATANP-2235	
Biomolecules, Fantastic Four: A Strategic Intervention Material to Increase the Academic Performance of DL Osano Maputi National High School Grade 10 Students on Concepts in Biomolecules	544
Giane Masin SUBMISSION ID: R013-SURSUR-0128	
Blaan Parents Involvement in School Activities in a Public National High School in Malapatan Sarangani Province	545
Edgar Jordan, Department Of Education SUBMISSION ID: R012-SARANG-0035	
Blended Learning Environment: Students' and Teachers' Perspectives	546
Lennie De Mesa, Department of Eudcation Rosario West/Itlugan Elementary School SUBMISSION ID: R04A-BATANP-1389	
Blended Learning Tool in Teaching Technology and Livelihood Education Exploratory	547
Joseph Carreon &Crisanta Caudal, Department Of Education SUBMISSION ID: R04A-IMUSC1-0027	
Blended Learning: An Approach to Improve the Academic Performance in English of the Grade Vi Students in Mendez Crossing Elementary School	548
Maria Fredizhilda S. Javier, Mendez Crossing Elementary School SUBMISSION ID: R04A-CAVTTP-0686	
Blended Learning: An Approach to Improve the Academic Performance of Grade Seven Learners in Mathematics	549
Arlene Garcia, Cathrine Joy Ariola, & Edna Ariola SUBMISSION ID: R04A-BATANP-0159	
Blending Constructivism and Collaborative Approaches in Teaching Selected Topics in Basic Calculus	550
Jaydeen Legaspi, Alangilan Senior High School SUBMISSION ID: R04A-BATANC-0034	
Bmi Ko, Itama Mo	551
Mylene Rodriguez, Lourdes M. De Borja, Allan M. Ibay, & Olivia O. Ibanez SUBMISSION ID: R04A-IMUSC1-0101	

- Body Image Perception and its Relation to Self-Esteem among Students of E.T.T.M.N.H.S S.Y. 2018-2019** 552
Jonalyn Francisco, Department of Education Ettmnhs
SUBMISSION ID: R04A-CAVITP-1079
- Body Image Perception and its Relationship to Self-Esteem among the Students of ET*TMNHS** 553
Jonalyn Francisco, Eas Angelo A. Reveral, & Martin Joseph A. Santera, Department of Education ET*TMNHS
SUBMISSION ID: R04A-CAVITP-1593
- Bonce - Bridge on National Certificate: Empowering G10 Tle-Cookery Students of Geanhs-Bailen Leading to National Certificate Ii** 554
Jenny Rose Mojica, Mayeth P. Malimban, Genalyn B. Yongis, & Mary Jane B. Quiambao
SUBMISSION ID: R04A-CAVITP-0296
- Boosting Conceptual Understanding in Science Via Spaced Learning** 555
Benilar Joy Sarinas & Marilyn R. Tulay, Palico Elementary School
SUBMISSION ID: R04A-IMUSC1-0095
- Box of Knowledge: Reading Intervention Material for Grade One Struggling Readers of Dayapan Elementary School** 556
Maria Lumbres & Marilene N. Ubarre, Department Of Education
SUBMISSION ID: R04A-TANAUA-0215
- Brain Train Center** 557
Rhea Dimapilis, Researcher
SUBMISSION ID: R04A-TANAUA-0096
- Brain-based Learning and Reading Outcome of the Grade 3 SPED GT Learners** 558
Elisa Marcelino, Department of Education
SUBMISSION ID: R002-QUIRIN-0029
- Breaking Teachers Negative Perspective Towards Teaching Pupils with Specific Learning Disabilities** 559
Ryzza Lyn Flores, Department of Education Rizal/Sto. Niño Elementary School/Teacher I
SUBMISSION ID: R04A-RIZALP-0123
- Bridging the English Vocabulary Gap of Grade 8 - Generosity Students through Word - in a - Box Strategy** 560
Sharon Gonzales & Judith Talag, Department of Education - Masaya INHS
SUBMISSION ID: R04A-LAGUNA-0333
- Bridging the Gap Towards Students' Betterment** 561
Venice Pagaspas, Teacher
SUBMISSION ID: R04A-TANAUA-0069
- Bridging the Needs in Mathematical Skills of Selected Non-Numerate and Low Numerate Grade 7 Students through Basic Skill Worksheets** 562
Lyra Xyza Sinfuego & Myla Macatangay, Southville 1 Integrated National High School
SUBMISSION ID: R04A-CABUYA-0077
- Brigada Eskwela Program and Continuous Development Plan of Public High Schools in Sdo Quirino** 563
Julius Aaron M. Rueda, Fely L. Manuel, Ph.D, & Orlando E. Manuel, Ph.D., Ceso VI, Department Of Education-Quirino
SUBMISSION ID: R002-QUIRIN-0124
- Brigada Eskwela Program Implementation in the Division of Sorsogon City: Basis for Proposed School Educational Resources Plan** 564
Shirley E. Legaspi, Department Of Education
SUBMISSION ID: R005-SORSOC-0009

- Brine Shrimp Lethality Assay (Bsla) of the Aqueous Extract of Melothria Pendula Found in Rosario, Cavite** 565
Risha Marie B. Guinto, Kristin Cecille O. Baylon, & Anne Nicole C. Penetrante, Rosario National High School
(Adviser: Grace Desca)
SUBMISSION ID: R04A-CAVITP-1102
- Bring Home Oral Material Activity (Bhoma): An Intervention on Phonemic Awareness** 566
Analyn Suarez - Teacher
SUBMISSION ID: R013-SURSUR-0261
- Broken Family: A Challenge to Raise the Academic and Behavioral Performance of Pupils** 567
Glenda Semira - Teacher III
SUBMISSION ID: R04A-BATANP-2118
- Broken Home: Implications on the Psychological, Emotional and Social Spheres of Select Intermediate Pupils in Bawi Elementary School** 568
Marichu Lalusin, Bawi Elementary School
SUBMISSION ID: R04A-BATANP-0393
- Bses Gems and Treasures: Continuous Improvement Projects in Reading & Comprehension** 569
Josephine Arquiza, Department Of Education
SUBMISSION ID: R04A-QUEZON-0146
- Bucc- a Tool to Enhance the Performance Level in Problem Solving in Grade II Pupils of Tiyani Elementary School, Calamba City, Second Semester School Year 2015-2016** 570
Maribel Dayson, Tiyani Elementary School
SUBMISSION ID: R04A-CALAMB-0139
- Buddy-Buddy Activity in Learning Arithmetic: An Intensive Remedial Instruction in Enhancing Mathematics Skills of Grade Six Pupils of Lecheria Elementary School** 571
Jonalyn Balaan, Department Of Education- Calamba City
SUBMISSION ID: R04A-CALAMB-0395
- Building Automaticity in Recalling Multiplication Facts of Grade 4-Yahoo at Balayan East Central School** 572
Marites Arenas & Josephine E. Montales, Department Of Education
SUBMISSION ID: R04A-BATANP-1838
- Building Disaster Resilient Schools through Local Capacity Development and Disaster Education Program** 573
Aien Jasper Jaranilla, Rosario National High School
(Adviser: Jullius Cezar Laylo)
SUBMISSION ID: R04A-CAVITP-0461
- Building Interactive Learning Activities Involving Numbers and Games** 574
Arceli Zabala, Elenie Novero, & Marynisa Flores, Naic NHS
SUBMISSION ID: R04A-CAVITP-1731
- Building Transparency in the 21st Century Classroom: Strategies and Implications in Promoting Student Motivation and Achievement** 575
Marycon Carmela G. Mella, General Emilio Aguinaldo National High School
SUBMISSION ID: R04A-IMUSC1-0047
- Bullying and Academic Performance of the Bullied of Grade 10 Curriculum of Saguday National High School** 576
April D. Big, Saguday National High School
(Adviser: Nolie R. Medina Jr.)
SUBMISSION ID: R002-QUIRIN-0044

- Bullying as It Affects Classroom Discipline among Grade Four Pupils of Aes-Annex** 577
Ariane Mae L. Buenaobra & Rhona S. Lorena, Department of Education Cavite Province,
Aguado Elementary School
(Adviser: Joefel Horca)
SUBMISSION ID: R04A-CAVTTP-1449
- Bullying Interventions at Palahanan Elementary School: Examining Local Practices
Towards Crafting a Collaborative School Prevention Management Plan** 578
Ray-Jowel Carandang, Department Of Education
**Bullying Practices as a Form of Barrier to Pupils Learning Outcomes of Upli Elementary
School** 579
Meibelle Añonuevo
SUBMISSION ID: R04A-CAVTTP-1123
- Burnout Dimensions and Performance among MAPEH Teachers of the Schools Division
of Batangas City** 580
Thea May Matanguihan, Teacher 1
SUBMISSION ID: R04A-BATANC-0079
- C4B: A learning Portal on Standard Cabling** 581
Airez D. Bustamante, Bula National High School
(Adviser: Arvin V. Dela Cruz)
SUBMISSION ID: R005-CAMSUR-0087
- Calamansi Fruit Extract as Chemical Substitute in Perfume** 582
Cloud Benedict Zamudio
SUBMISSION ID: R04A-CAVTTP-1177
- Calculus and Physics Academic Performances: A Correlational Analysis** 583
Lady Asrah C. Abayon, Teacher
SUBMISSION ID:
- Campus Journalists', Self-Efficacy, Self-Esteem, and Broadcasting Ability: Basis for
Personality Enhancement Training** 584
Recelita Perido, Department of Education Cavite
SUBMISSION ID: R04A-CAVTTP-1723
- Can Inactive Participation of Students and their Difficulties Be a Thing of the Past?** 585
Florina Federico
SUBMISSION ID: R04A-LAGUNA-0022
- Canteen Management and Operation at Santiago National High School in Malvar,
Batangas: Basis for a Proposed Action Plan** 586
Maricel Del Mundo, Department Of Education
SUBMISSION ID: R04A-BATANP-2125
- Canteen Management in Public Elementary Schools in the District of Teresa, Division of
Rizal** 587
Merly De Rosas, Prinza Elementary School
SUBMISSION ID: R04A-RIZALP-0019
- Capability Level of Pacheco Elementary School Teachers Based on E-Sat Sy 2018-2019** 588
Evelyn Mojica - Pacheco Elementary School
SUBMISSION ID: R04A-CAVTTP-1540
- Capability of Integrating Robotics in Special Science Elementary Curriculum: A
Curricular Program Model Initiative** 589
Rowena Batuhan, Tanauan North Central School Teaching Personnel
SUBMISSION ID: R04A-TANAUA-0116
- Care Program: Intervention to Improve the Reading Skills of Non-Readers of Grade 2-5
Pupils** 590
Prospero Paragsa, Teacher
SUBMISSION ID: R012-COTABP-0004

Career Choice Influence of Local Guiding Students in ETTMNHS S.Y 2018-2019	591
Mary Jhoy C. Fausto, Rosslyn G. Gerona, & Jayvee Ann P. Ballat, Department of Education, ETTMNHS	
SUBMISSION ID: R04A-CAVTTP-1228	
Career Choice of Grade 10 Students of San Nicolas National High School for Senior High School S.Y 2018-2019	592
Paul John Desepeda, San Nicolas National High School	
SUBMISSION ID: R04A-BATANP-0832	
Career Guidance Program and the Job Preferences of Academic Track Students in Buhaynasapa National High School	593
Christine Mae L. De Torres, Buhaynasapa National High School	
(Adviser: Mariz R. Millando, Maed)	
SUBMISSION ID: R04A-BATANP-1122	
Career Preferences among Grade 10 Students in Binulasan Integrated School, Infanta, Quezon Relative to the Opening of Senior High School	594
Maria Shelly Nollado , Department Of Education	
SUBMISSION ID: R04A-QUEZON-0259	
Case Study of Out-of-School Children in Municipality of Ternate: Basis for an Enhanced Project "KALINGA"	595
Jennelyn Garcia, Sapang Elementary School	
SUBMISSION ID: R04A-CAVTTP-1482	
Casein Extraction from Milk: Utilizing kitchen materials as a source of biodegradable plastic	596
Marivic Wagan, Tanauan North Central School Teaching Personnel	
SUBMISSION ID: R04A-TANAUA-0110	
Catch Me, I'm Falling: Scrutinizing the Lived Experiences of Junior High School Students with Failing Grades	597
Jhemwell Galo & Shyanne Faith Dacera	
SUBMISSION ID: R011-COMPOS-0009	
Filipino	598
Catherina Tenorio	
SUBMISSION ID: R04A-BATANP-0397	
Cats (Computer Assisted Teaching Strategy); It's Effect to Academic Performance in Mathematics of the Select 21st Century Learners Experimental Study	599
Doris Masicat	
SUBMISSION ID: R04A-BATANP-0743	
Causal Factors on the Misbehaviors of Grade Three Pupils in Twenty-Five Selected Public Elementary Schools in Lemery District, Lemery, Batangas	600
Maria De Castro, PPSTA	
SUBMISSION ID: R04A-BATANP-0641	
Causes of Absenteeism among Grade One Pupils of San Vicente Elementary School for the School Year 2017-2018	601
Jozel Leweline M. Malabanan, Joan L. Mazo, Crezelda V. Monsanto, Department of Education Sto. Tomas	
SUBMISSION ID: R04A-BATANP-1926	
Causes of Absenteeism among Pupils of Tinurik Elementary School: Inputs to an Intervention Plan	602
Cesyl Mercado, Teacher 2	
SUBMISSION ID: R04A-TANAUA-0054	

Causes of Absenteeism among the Senior High School Students of Sangbay Integrated School Roxan N. Challoy (Adviser: Sunshine Bugaoisan) SUBMISSION ID: R002-QUIRIN-0087	603
Causes of Absenteeism and Tardiness among Students of Gulod Senior High School Cristian Aurellana, Gulod Senior High School (Adviser: Leo Javiña) SUBMISSION ID: R04A-BATANC-0357	604
Causes of Absenteeism of Grade III Pupils in Parang Elementary School Jovelinda Nuval SUBMISSION ID: R04A-CAVITP-1258	605
Causes of Anxiety in Research Presentation among the Selected Grade 12 Students of Lumampong National High School, Indang, Cavite (AY2019): Basis for ASK-ROPE Project Flemhar Enriquez, Lumampong National High School, Senior High School SUBMISSION ID: R04A-CAVITP-0791	606
Causes of Drop-out of Selected G7 Students of Lumil NHS and the Preventive Measures to Remedy the Problems Leonor Sernio, Lumil National High School SUBMISSION ID: R04A-CAVITP-0408	607
Causes of Early Pregnancy among Selected Students in All Levels of Open High School Program in General Mariano Alvarez Technical High School 2017 - 2018 Ma. Charlotte P. Nueva, GMATHS (Adviser: Charisma Gredona) SUBMISSION ID: R04A-CAVITP-0659	608
Causes of Misbehavior of Elementary Graders in their Classes in Cogonan Elementary School Laarni Villegas & Leoncia Sobrado, Batangas Researchers Association For Value-Driven Education SUBMISSION ID: R04A-BATANP-0407	609
Causes of Pupils Absenteeism in San Luis Elementary School in the School Year 2017 - 2018 Lanie Maranan, Mathematics Coordinator & Susan Magpantay, Science Coordinator Emily Malleon - Nutrition Coordinator SUBMISSION ID: R04A-BATANP-1576	610
Causes of Truancy among Grade 10 Students: Basis for a Proposed Intervention Program to Address Truancy at Kawas National High School Rizza Balanay, Department of Education SUBMISSION ID: ducation	611
CCNA (Curricular Content Needs Assessment) of the Science Teacher in Pacheco Elementary School: A Basis for Learning Action Cell (LAC) for the S.Y. 2018-2019 Marilyn Jugo, Pacheco Elementary School SUBMISSION ID: R04A-CAVITP-1545	612
CEIFFOINT: A Computer Game to Level Up the Performance of Grade 7 Students in Adding and Subtracting Integers at WTMNHS Aleander Francisco & Lea Tolentino, Teacher I SUBMISSION ID: R04A-BATANP-1607	613
Chalks out of Eggshells Minerva Cueto SUBMISSION ID: R04A-BATANP-2077	614

- Challenge on Handling Different Component of Technology and Livelihood Education: The Case of Public Elementary School Teacher** 615
Marelin Villanueva
SUBMISSION ID: R04A-CAVTTP-1708
- Challenges and Coping Mechanism of Students with Broken Families of Wenceslao Trinidad Memorial National High School** 616
Sonny Boy Juane, Department of Education
SUBMISSION ID: R04A-BATANP-1378
- Challenges and Coping Strategies of Learners with Separated Parents: Basis for the Creation of Peer Support Group** 617
Hazel Jimena
SUBMISSION ID: R012-SARANG-0027
- Challenges and Opportunities on the Implementation of Special Programs in Surigao City National High School** 618
Mark Duhsen A. Opiasa
(Adviser: Ronald Allan Arcayera)
SUBMISSION ID: R013-SURIGA-0001
- Challenges and Strategies in Teaching Children with Learning Disabilities: Basis for Behavioral Modification Intervention** 619
Vincent Carlo Digal, Department of Education
SUBMISSION ID: R04A-BATANP-1809
- Challenges and Strategies of Science Teachers in the Implementation of Teacher Field Specialization Approach** 620
Marivic Pujalte, Department of Education, GNHS
SUBMISSION ID: R04A-QUEZON-0316
- Challenges Encountered and the Performance of Grade 3 Teachers in the Implementation of K - 12: Basis for Plan of Actions** 621
Christine Zara, Department of Education
SUBMISSION ID: R04A-LIPAC1-0053
- Challenges Encountered by Elementary Teachers Using Ict Tool for Learning and Instruction in Selected Public Schools of Padre Burgos District, Padre Burgos, Quezon Province** 622
Jocelyn S. Sagun, Lotchie P. Peralta, & Mercedita A. Edea, Yawe Elementary School, Teacher III
SUBMISSION ID: R04A-QUEZON-0369
- Challenges Encountered by Grade 12 Students of Taal Senior High School in Writing a Research Paper: Basis for Proposed Action Plan** 623
Diana Lyn B. Habungan, Taal Senior High School
SUBMISSION ID: R04A-BATANP-0070
- Challenges Encountered by Master Teachers in Conducting Action Research** 624
Dionaliza C. Azarcon, Department of Education
SUBMISSION ID: R013-SURSUR-0237
- Challenges Encountered by Senior High School Students in their Research Undertakings** 625
Jane Marie Leonares, GMATHS
SUBMISSION ID: R04A-CAVTTP-1505
- Challenges Faced by Indigenous Grade Five Pupils in Learning Inclusive Education in Malitam Elementary School** 626
Shiella Dinglasan, Kumintang Elementary School - District VI
SUBMISSION ID: R04A-BATANC-0425
- Challenges in Campus Journalism in the District of Padre Garcia SY 2015-2018: Basis for Enhancement Program** 627
Arlene Marasigan, San Felipe ES, San Felipe Padre Garcia Batangas
SUBMISSION ID: R04A-BATANP-0109

Challenges in the Utilization of Visual Representations in Mathematical Word Problem Solving	628
Jinnefer Odnimer, Department of Education - Quezon SUBMISSION ID: R04A-QUEZON-0323	
Challenges of Electrical Installation and Maintenance Students in Building Wiring	629
Normel S. Nabatilan Jr. SUBMISSION ID: R012-TACURO-0018	
Challenges of Teachers in Dealing with Electrical Installation and Maintenance Students	630
Leizel Castano & Louie Jay P. Pacaco SUBMISSION ID: R012-TACURO-0017	
Challenges of the Grade 3 Teachers of Lopez West District in Teaching Mathematics Under K to 12 Curriculum: Basis for the Development of a Math Teachers' Handbook	631
Diana Rose C. Magno, Department Of Education, Lopez West District/ Hondagua Elementary School SUBMISSION ID: R04A-QUEZON-0060	
Challenging Behaviors Affecting the Academic Performance of Grade 11 Technical-Vocational and Livelihood Learners	632
Mark Joshua Ravela, SHS In Tuy (Adviser: Lucky Ivy Viaro) SUBMISSION ID: R04A-BATANP-0679	
Changed Court: A Phenomenological Study of the Lived Experiences of Students from Public School to Private Senior High School	633
Ranilla Laxamana, Bagbag National High School SUBMISSION ID: R04A-CAVITP-1568	
Charcoal and Used Engine Oil as Alternative of Whiteboard Marker Ink	634
Princess Stephanie J. Gallego, Department of Education - Malvar SUBMISSION ID: R04A-BATANP-1407	
Chemistry Instruction: Basis for Proposed Strategic Intervention Materials	635
Maria Cecilia Sandoval, Department of Education SUBMISSION ID: R04A-BATANP-1097	
Child Labor among Grades V and VI Pupils in Various Elementary Schools in Lian District: Input to an Action Plan	636
Delmar Delos Reyes, Master Teacher I SUBMISSION ID: R04A-BATANC-0549	
Child-Parent, Child Teacher, Child Pupil on Academic Development	637
Jovelyn G. Pasia & Rowena F. Ronquillo, JAPMES SUBMISSION ID: R04A-BATANC-0292	
Child Protection Policy Awareness of Grade Five Pupils at Solo Elementary School	638
Cecile Breton SUBMISSION ID: R04A-BATANP-0943	
Children's Learning Styles as Correlates to Academic Performance in Science of Elementary School Pupils	639
Jennifer Rojo, Sungay ES SUBMISSION ID: R04A-CAVITP-0405	
CHIPS AHOY Strategy: A Means to Shape Active Learners in the K to 12 Classroom	640
Vicenta Pareja SUBMISSION ID: R04A-BATANP-1780	
CIP- Babasahin Ating Tangkilikin Interbensyon Kalingain Natin	641
Arvin P. Cortez, Christ Jhon Cortez, Jenalyn L. Avilla, Jhoanne O. Ramos, Josephine M. Brillantes, Mariel M. Masungsong, & Shenna H. Balingit, Department of Education SUBMISSION ID: R04A-CAVITP-0256	

- CIP Project R.E.A.C.T.** 642
Beverly M. Hebron, Elizabeth B. Garlejo, & Mary Grace A. Cortez, Carmona National High School
SUBMISSION ID: R04A-CAVTTP-0713
- CIP: MEMORIES (Make Every Minute of Reading Instruction Enriching and Satisfying) SY 2017 - 2018** 643
Charito T. Rojo & Gloria R. Casiano, Department of Education - Tanza
SUBMISSION ID: R04A-CAVTTP-1552
- CIP: Project MEMORIES (Make Every Minute of Reading Instruction Enriching & Satisfying)** 644
Danilyne Joyce De Guzman & Gloria R. Casiano, Department of Education - Tanza-Punta ES
SUBMISSION ID: R04A-CAVTTP-1557
- CIP-PROJECT RACE (Reading Ability and Comprehension Enhancement** 645
Reishel Ann Gener, Tambo Munti Kulit Elementary School
SUBMISSION ID: R04A-CAVTTP-1147
- Citizenship Advancement Training and its Effect on the Behavior of Grade 10 Students on Emiliano Tria Tirona Memorial National High School S.Y. 2018-2019** 646
Clarice C. Malagueño & John Williams B Servana, Department of Education, ET*TMNHS
SUBMISSION ID: R04A-CAVTTP-1245
- Clasclassroom Observation as Correlates to the Teaching Performance of Teachers in Nasugbu West Central School, Nasugbu, Batangas** 647
Floralyn Lagus
SUBMISSION ID: R04A-BATANP-1852
- Clash of Bloods: Sentiments of Parents and Teenagers Having Conflict with Each Other** 648
Shaira Mae Sarania
SUBMISSION ID: R012-SARANG-0030
- Class Holding Power Level Up Activity: Student Mapping at Poblacion, San Juan, Batangas** 649
Evangeline Rey, Department of Education
SUBMISSION ID: R04A-BATANP-1782
- Classhome at San Pedro National High School: Intensified Home and School Partnership in Enhancing Student's Promotion** 650
Marites R. Macasiab, Department of Education - Batangas
SUBMISSION ID: R04A-BATANP-2091
- Classroom Behavior Problems and Classroom Management Practices in Buli Elementary School, Taal District Division of Batangas** 651
Lea De Claro
SUBMISSION ID: R04A-BATANP-2112
- Classroom Behavior Problems of Preschool Children in San Juan East District** 652
Mary Jill S. Caraan, Department of Education
SUBMISSION ID: R04A-BATANP-1824
- Classroom Disciplinary Problems Encountered by Elementary Teachers as Inputs to Developing Pupils' Manual** 653
Jessica Lana A. Dela Cruz, Mark Anthony L. Caliwán, & Tina A. Lambo-On, Department of Education - Rizal, Bagong Pag-Asa Elementary School
SUBMISSION ID: R04A-RIZALP-0410
- Classroom Discipline Awareness among Grade Vi Pupils and its Impact on Learning Outcomes** 654
Menandro Sunico, Department of Education
SUBMISSION ID: R04A-STAROS-0045

- Classroom Diversity and Academic Performance of Grade 6 Pupils in Select Public Elementary Schools in Mabini District: Basis for Improved Management Practices and Promotion of Positive Classroom Manage** 655
Colita Patricio, Department of Education
SUBMISSION ID: R04A-BATANP-1661
- Classroom Environment: Effects on Teaching and Learning** 656
Malou David Ocampo
(Adviser: Cristina Gonzales)
SUBMISSION ID: R04A-CAVTTP-0908
- Classroom Management and Learners' Academic Performance of Elementary Schools of Tago 2 District** 657
Ronna Borlat, Teacher 2
SUBMISSION ID: R013-SURSUR-0268
- Classroom Management Manual for Senior High School Teachers** 658
Sheryll Gomez
SUBMISSION ID: R04A-LAGUNA-0255
- Classroom Management Practice among Children with Intellectual Disability in Selected Public Elementary Schools of Batangas Province: A Basis for a Proposed Training Program** 659
Realyn Rayos, Department Of Educartion - Tanauan City
SUBMISSION ID: R04A-TANAUA-0009
- Classroom Management Practices and Students Academic Performance Basis for an Action Plan** 660
Dionisia T. Guansing, Maxima C. Reyes, & Precious Maala, Department of Education - Cavite
SUBMISSION ID: R04A-CAVTTP-0480
- Classroom Management Practices Of Science Teachers In Coral Na Munti National High School** 661
Maria Josefa Bolilan, Teacher III
SUBMISSION ID: R04A-BATANP-0416
- Classroom Management Practices of Selected Secondary Public Schools in Calatagan District, Division of Batangas: Implication to the Delivery of Quality Instruction** 662
Aileen Dayrit, Lucsuhin National High School
SUBMISSION ID: R04A-BATANP-1849
- Classroom Management Practices of the Grade 1 Teachers in the Two District of Maddela** 663
Judith Guliguey, Divisoria Sur Integrated School
SUBMISSION ID: R002-QUIRIN-0148
- Classroom Management Practices Towards Child Protection Policy** 664
Jessica A. Pura, SDO - Tabaco City
SUBMISSION ID: R005-TABACO-0014
- Classroom Management Practices, Classroom Climate, and Academic Performance of Grade 1 Pupils in Public Elementary Schools at the District of Naic II, SY 2012-2013** 665
Juliet Del Rosario, Molino Elementary School
SUBMISSION ID: R04A-CAVTTP-0954
- Classroom Management Problems Met by Teachers in Lemery Pilot Elementary School** 666
Angeline Astrid P. Obrador, Department Of Education, Teacher
SUBMISSION ID: R04A-BATANP-1336
- Classroom Management Skills among Teachers: Guide to Enhancing Teachers' Effectiveness** 667
Edna Ortilla, Department of Education
SUBMISSION ID: R04A-BATANP-1977

- Classroom Management Strategies and their Effects to the Classroom Behavior and Academic Performance of the Grade Five Pupils** 668
Recson Lañosa
SUBMISSION ID: R012-SOUCOT-0034
- Classroom Management Transformations: Discovering the Magic of Power Teaching** 669
Peter Andrew Regencia, Royal Institution Singapore - Senior Fellow
SUBMISSION ID: R04A-QUEZON-0217
- Classroom Misbehavior of Grade 10 and Grade 7 Students in Pinamukan National High School: A Comparative Study** 670
Arcega, Erika Mae P., Pinamukan Integrated School, Batangas City
(Adviser: Aileen Dela Guardia)
SUBMISSION ID: R04A-BATANC-0048
- Classroom Misbehaviors among Grade 6 Pupils Bases for Development of Behavior Modification Teachers' Guide** 671
Leonora Castillo & Nhaila Javier, Department of Education
SUBMISSION ID: R04A-CAVITC-0039
- Classroom Observation and Coaching in the Senior High School Curriculum: Highlights of Experiences of an Instructional Leader** 672
Bernardita Andal, Department of Education
SUBMISSION ID: R04A-BATANP-1431
- Classroom Observations and In-Service Training: their Significance to the Public Elementary School Teachers of the South District, Division of Lipa City** 673
Arlin Bravo, Division Of Lipa City
SUBMISSION ID: R04A-LIPAC1-0027
- Classroom Program on Study Skills for Grade 12 Learners: An Assessment and Impact on the Academic Performance in Physical Science** 674
Pilar B. Limin
SUBMISSION ID: R003-PAMPAN-0000
- Classroom Reward Practices of Sires Teachers: Its Benefits on the Learners** 675
Claribeth San Pedro & Cristina P. Reyes
SUBMISSION ID: R04A-CAVITC-0098/ R04A-CAVITC-0097
- Classroom Reward Practices of Sires Teachers: Its Benefits on the Learners** 676
Claribeth B. San Pedro & Cristina P. Reyes
SUBMISSION ID: R04A-CAVITC-0098/ R04A-CAVITC-0097
- Classroom-Based Management Strategy for Grade V Pupils with Disruptive Behavior at Resplandor Elementary School** 677
Fe Peng, Department of Education
SUBMISSION ID: R04A-BATANP-0896
- Classroom-Based Attendance Enhancement Strategy in Reducing Drop-out Rates and Absenteeism among Grade One Pupils** 678
Leona Gonzales
SUBMISSION ID: R04A-TANAUUA-0046
- Classrooms' Physical Environment: Its Effects to Learning Experiences of Humanities and Social Science Students of Lemery Senior High School** 679
Jake Mark Ricalde, Department of Education
SUBMISSION ID: R04A-BATANP-1828
- Club Officers Responsibilities: An Input Success Indicator Towards Club Performance of Santisimo Rosario National High School** 680
Mark Kailyn C. Fernando, Santisimo Rosario National High School
(Adviser: Maria Monica Angeles)
SUBMISSION ID: R04A-SANPAB-0020

- CMA of SVES Teachers: Basis for School-Based Training for Effective Classroom Management Activities** 681
Crisales F. Didulo, Marites C. Gibaga, & Michelle V. De Villa, Department of Education - Sto. Tomas
SUBMISSION ID: R04A-BATANP-1915
- Coaching and Mentoring among Teachers to Improve Teaching Strategies in Mahabang Dahilig Elementary School** 682
Evelyn Delos Reyes
SUBMISSION ID: R04A-BATANC-0462
- Coaching Attitudes of Teachers: Its Relevance to Achieve High Performance in Academic Competition** 683
Lita Magsalay, District SBM Coordinator, District Music, and Arts Coordinator and District GSP Coordinator
SUBMISSION ID: R04A-BATANP-1429
- Co-Curricular Activities, Academic Stress, and Academic Performance among Senior High School Students** 684
Joanna Marie Z. Regidor & Bryan Bernard I. Javier, PSHS
(Adviser: Caroline Bobiles and Angelie Joyce Gomez)
SUBMISSION ID: R04A-CABUYA-0026
- Code Switching in Original Pilipino Music (OPM)** 685
Jeanmarc M. Bareng, Teacher
SUBMISSION ID: R002-QUIRIN-0091

EDUCATION

"Don't English Me I'm Panicked": The Level of Motivation and Language Anxiety on Second Language Acquisition of Selected Senior High School Students in Gen. Vito Belarmino National High School

Mark Jhobeth Pardillo

Abstract

INTRODUCTION

Students could learn a second language, particularly, English for immediate need and future career. English should be learned to get a job and to communicate to the world (Eugenio, 2017).

METHODS

The methods used in this study were descriptive-correlation quantitative research design, composed of 135 selected Grade 11 and Grade 12 General Academic Strand Students. The participants were selected using proportionate stratified random sampling technique. While mean, standard deviation, frequency counts and percentages, and Chi-square Test were utilized to determine the relationship between the level of motivation and language anxiety to the second language acquisition. The research instrument for the level of motivation was adopted and modified from Lee (2004) the Foreign Language Learning Anxiety Scale, which was adopted and modified from Horwitz, Horwitz & Cope (1986) and Department of Education Order No. 8, series of 2015 for Second Language Acquisition Performance.

RESULTS

Results of the study revealed that majority of the participants were motivated instrumentally; rather than integrative. Thus, the participants experienced an increased level of anxiety in terms of the English language. Majority of the participants performed very satisfactorily on their second language acquisition or English subject. Furthermore, the level of motivation had a highly significant relationship to second language acquisition performance. However, language anxiety had no significant relationship to second language acquisition performance. Thus, the level of motivation had a highly significant relationship to language anxiety.

DISCUSSIONS

Findings of the study imply that participants would like to learn English for immediate need and future career. The participants are worried about the consequences of failing the class. Thus, they satisfactorily met the school tasks or requirements given to them. These research findings will push GAS Students to become "college-ready students" and prepare them to face a communication situation which requires them to use English. The findings of this study can also represent baseline information to be used by GVBNHS heads as a reference in making intervention plans to address this foregoing problem.

KEYWORDS: Level of Motivation, Language Anxiety, Second Language Acquisition

SUBMISSION ID: R04A-CAVITP-1478

"Don't English Me I'm Panicked": An Investigation of the Level of Language Motivation and Language Anxiety of Selected Tmcshs Gas Students

Caroline Eugenio, TMCSHS

Abstract

INTRODUCTION

This study investigated the Senior High School (SHS) learners' language motivation orientation and their language anxiety in terms of speech and negative evaluation; self-confidence; and general anxiety.

METHODS

They were asked to accomplish a two-part questionnaire which was simplified and translated to the Filipino language. A total of 124 students were selected using systematic random sampling to represent each section of GA strand.

RESULTS

Results suggest that SHS learners could learn English for immediate need and future career. They claimed that English should be learned to easily get a job and to communicate to the world. They acknowledged and appreciated English since they were very well-oriented on the importance of learning it. In terms of the learner's level of anxiety, SHS students had low self-confidence which may result in speech anxiety.

DISCUSSIONS

It is alarming that these so-called "college-ready students" are not ready to face a communication situation which requires them to use English. Results clearly show that high school learners are still uncomfortable, nervous, and uneasy to use English despite the years of being exposed to English classes from elementary level to the present level.

This paper could present a baseline information (as this is just a pilot study) to be used as reference in making intervention plan to address this problem.

KEYWORDS: language motivation, language anxiety, speech anxiety

SUBMISSION ID: R04A-CAVITP-0121

"Educational Computer Games: Its Effect to the Vocabulary Skills"

Minariza Gillaco, Department of Education - Division of Calamba

Abstract

INTRODUCTION

This study focused on the effects of educational computer games on vocabulary skills of selected Grade 10 students. Specifically, it identified the common educational computer games that the selected participants are playing. Then it determined the perception of the participants on the effects of educational computer games on their vocabulary in terms of word-association, word-formation, and word meaning. Further, the level of vocabulary skills was measured to see if there is a significant relationship.

METHODS

The study utilized the descriptive survey and statistical design. It used a questionnaire to measure the use of educational computer games by the participants. Another set of questionnaire was crafted to measure the vocabulary skills of the participants. The results and the scores of the participants were analyzed through the use of the statistical treatments such as Mean Performance Score and Chi-Square. Moreover, a rubric was also used to analyze the level of the vocabulary of the participants.

RESULTS

Results indicated that the common computer games that interest the participants are word games under the word formation category. Further, the participants perceived that the games under word-meaning, word-formation, and word-association contribute to their vocabulary skills. Moreover, there is a significant relationship between educational computer games and the participants' vocabulary skills.

DISCUSSIONS

Educational Computer Games really has an effect on the language skills of students, specifically, on vocabulary. It is very important that the learners should be exposed to different activities, such as the use of computer games in order to develop their vocabulary since it is needed in comprehension particularly in communication skills. It should be understood that it is a current trend for us technology in the learning and teaching process. Thus, it is recommended that hands-on activities, manipulative, or computer games can be used to help improve the vocabulary skills of students.

KEYWORDS: educational computer games, vocabulary, comprehension, word formation, word association

SUBMISSION ID: R04A-CALAMB-0435

"Effectiveness of Jigsaw in teaching reading among (Junior) Sophomore Students of San Vicente II National High School: Basis for Improved Instruction"

Joan Razonado, Department of Education

Abstract

INTRODUCTION

Reading is highly emphasized in language learning since it is a major skill at all levels of education. Students need a strong foundation in reading fluency and comprehension for academic tasks so that they are able to expand their views as concepts through reading (Krueger and Rendli, 2003). The information acquired through reading texts offers various life experiences to enrich their knowledge and solve their difficulties.

METHODS

The whole enumeration data was used. The respondents consist of two sections of 66 Senior High School. A coin was tossed to identify the experimental and control group. T.

RESULTS

Academically, the Jigsaw Method in K-12 settings facilitated a positive impact on academic achievement. For the experimental class, the increase in the amount of student participation in the classroom was evident and there was no competition among group members. The control group showed less participation where students were not given ample time to react in the whole class. This resulted in low performance in any class discussions.

DISCUSSIONS

The results demonstrated the effectivity of the Jigsaw Method especially in teaching reading. It increases the students' learning and participation in the classroom and at the same time, reduces teacher's dominance in the whole duration of discussion.

KEYWORDS: reading, reading comprehension, jigsaw method,

SUBMISSION ID: R013-SURSUR-0136

"Evaluate the Impact of Concept Mapping in Teaching Human Body System on 5th- Grade Students Science Vocabulary Achievement"

Aileen Pedriña, Cynthia C. Cadua, Maribeth E. Villa, & Reymar V. Sasot,
Department of Education

Abstract

INTRODUCTION

The primary purpose was to evaluate the impact of concept mapping in teaching human body system on 5th-grade students Science vocabulary achievement in K-12 curriculum. This study was an action to the problem of students at risk in learning Science and applying the guidelines of Department of Education regional office entitled "The 2C-2I-1R: K to 12 Approaches Across Learning Areas that Support Teacher" for use in curriculum implementation. In order for students to develop scientific literacy, they need to gain knowledge of Science content and practice the scientific habit of mind. Knowing Science vocabulary supports the development of these understanding.

METHODS

Participants for this study were 5th grader of Area J Elementary School in the District of GMA, Cavite. The project procedures were explained to each 5th grade class and the timeline. Dependent Variable: Vocabulary exposure versus vocabulary instruction and concept mapping. Vocabulary achievement: Pretest/Posttest and Knowledge Rating Survey.

While there are many more strategies for helping students learn and use science vocabulary, these initiatives provide a starting point for combining science content and vocabulary instruction. It takes concentrated effort to fit even more time for science instruction into a school day. Modeling the use of vocabulary words throughout instruction not only reinforces students' comprehension, but it also maximizes teachers' instructional time.

RESULTS

The study revealed that the implementation of concept mapping classroom strategy has a significant effect on the students' vocabulary achievement level. The post-test result revealed that an experimental group performed very well. Through this hands-on instruction, all students can develop context-based content knowledge along with language development. This is very beneficial to students in participating in learning Science. The findings of the study are that it would be utilized on the provision of time for independent and collaborative learning for the purpose of developing student capacity for self-directed learning, teamwork, goal orientation, sense of responsibility and accountability of results.

DISCUSSIONS

The concept mapping classroom strategy can begin to help all students engage in the language of Science. To enhance Science vocabulary development for the 5th grader, who depend on the school to learn the academic language, by using the strategies, teachers can begin to help all students engage in the language of Science.

KEYWORDS: CONCEPT MAPPING, HUMAN BODY SYSTEM

SUBMISSION ID: R04A-CAVITP-0717

"Figure Me If You Can": A Strategy to Improve the Pupils' Mastery Level in Analyzing Figurative Language in English 5

Rio Jane Francia, Department Of Education

Abstract

INTRODUCTION

In the real classroom setting, a teacher cannot obtain 100% mastery level among the pupils in all her lessons. Teachers must address the learners' needs in order to reach their academic potential through remedial teaching. One of the least learned competency in English 5 for the 1st grading period is to analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text. It is for this reason that the researcher embarked on developing "Figure Me If You Can" - Strategic Intervention Material in English 5 as the treatment to improve learners' mastery level and reduce the least mastered skills.

METHODS

The study made use of the quasi-experimental pre-test-post-test design. Specifically focused to improve the mastery level of the 14 Grade 5 Francia pupils in analyzing figures of speech in a given text through the use of Strategic Intervention Material. After conducting the pre-test, pupils answered the SIM during the 20-minute remedial period in the afternoon and were expected to finish all the tasks in 5 days. Post-test was immediately conducted.

RESULTS

During the focused group discussion, the researcher found the following as the causes of pupils' difficulty in analyzing figures of speech in English 5. Five answered that the lack of instructional materials contributed to their difficulty in mastering the lesson; nine responded that the activities during the 50-minute lesson were monotonous; two claimed that they had difficulty remembering the lesson, and five said that time pressure caused their low performance. It is notable that 14 out of 21 implied that the lack of and monotonous instructional materials affected their learning. After the 5-day intervention through the use of the teacher-made Strategic Intervention Material and the conduct of the post-test, the results revealed that there was a significant difference in the pre-test and post-test scores of the cases under study.

DISCUSSIONS

The results demonstrate that the use of Strategic Intervention Material significantly improved the mastery level of the respondents. It also points out that careful selection and design of IMs play a vital role in the teaching-learning process. Kochhar (2012) supports this view by saying that instructional materials are very significant learning and teaching tools. Findings of this study further confirm that of Togonon (2011) that SIM enhances students' achievement.

KEYWORDS: Strategic Intervention Material, Figures of Speech, least learned skills

SUBMISSION ID: R013-SURSUR-0243

"Gulayan sa Paaralan": A Basis for a Sustainable Development Program

Maila Dogelio, Tagaytay City Science National High School

Abstract

INTRODUCTION

A school-based community food production project, the "Gulayan sa Paaralan," is a tie-up between the educational sector and the "Programang Agricultura Para sa Masa" of the Department of Agriculture (DA), which will be implemented at the national, regional, division, provincial and city levels. The initiative seeks to raise public consciousness on the health and nutritional dimension as well as the economic benefit of establishing a school, household, and community gardens. The school gardens shall serve as a food basket or primary source of commodities to sustain supplementary feeding.

METHODS

This study used the descriptive- normative study to find out the actual condition of the existing program. Informal interviews were conducted to supplement the data and information that were gathered through the questionnaire. The respondents involved are the ninety (90) EPP - Agriculture teachers in the elementary level and TLE teachers in the secondary level and was done using purposive sampling procedure.

RESULTS

The study revealed that the majority of the respondents are female. However, most of them are 46 years old and above, with master's units, ranked as Teacher 1, and have been teaching for 16 to 20 years. They assessed that the objectives of the Gulayan sa Paaralan Program was attained and the activities were implemented. No significant difference was noted by the teacher-respondents in their TLE and the teacher-respondents in their EPP. Scientific farming practices are often used and agreed on with the identified suggestions to improve the implementation, acquisition of an additional site for planting and conducting in-service training for teachers assigned in the Gulayan sa Paaralan Program.

DISCUSSIONS

Factors that contributed to the "attained" level of the attainment of the objectives of the Gulayan sa Paaralan should be analyzed. Develop an improvement plan to attain a high level of attainment of the objective. Conduct further studies to develop liquid organic fertilizer to be used in the Gulayan sa Paaralan Program may be necessary. TLE and EPP teachers should coordinate with the local government such as the municipality or the barangay officials to look for an additional site for school farming. TLE and EPP teachers should coordinate with the stakeholders of the school for the full implementation of the Gulayan sa Paaralan Program. Conduct a further study to identify the involvement of the different stakeholders of the school in the full implementation of the Gulayan sa Paaralan Program.

KEYWORDS: Gulayan sa Paaralan Program, Food Production, Supplementary Feeding, Scientific Farming, Stakeholders, Sustainable Program

SUBMISSION ID: R04A-CAVTP-0803

"Guro't Magulang Magkabalikat sa Pagpapabasa": A Continuous Improvement Plan to Assess and Improve the Reading Performance of Grade Three Pupils of Halang Elementary School

Joy Del Rosario & Cielito Lucero

Abstract

INTRODUCTION

Philippine Informal Reading Inventory (Phil-IRI), a mandatory assessment program in school, measures pupils' reading performance both in English and Filipino. It assesses and provides necessary actions to be undertaken for improvement. Failing to use these results could lead to the pupil's' poor academic performance in class. In this study, we applied different strategies and approaches suited for the pupils' needs; and with the help of reliable materials, the teachers monitored the pupils' progress in class and at home.

METHODS

To assess Grade 3 pupils' reading performance, we conducted Phil-IRI Pre-test and categorized them according to their level (Non-Reader, Frustration, Instructional, and Independent). A Phil-IRI-based Teacher-made Monitoring Tool was also used monthly from June to September, and therefore, their progress was closely monitored especially those struggling pupils categorized by sounds, syllables, words, phrases, and sentences and as to speed by very slow, slow, average, and fast. The Monthly Monitoring Tool was used and signed by parents, with their written remarks indicated as the pupils continued reading at home. Collected data were the basis for diagnosing struggling pupils and their monthly progress. For the statistical treatment of data, Percent Formula and One-way ANOVA were used.

RESULTS

From the three sections of the Grade 3 level and a total of 155 pupils, 12% fell under Non-Reader and 37% were categorized Frustration in their reading performance level. They were categorized according to their level, namely sounds, syllables, words, phrases, and sentences. It is evident that among struggling pupils, most showed eagerness to learn to read from the Phil-IRI Pre-test as compared to the Post-test: 1) 52.5% pupils improved in their Filipino-Oral Reading; 2) 56.1% in Filipino-Silent Reading; 3) 52% in English-Oral Reading; and 4) 52.2% in English-Silent Reading. Pupils improved in their reading performance significantly after the implementation of the programs designed for them.

DISCUSSIONS

The results of the program show a positive response from the learners as well as the parents. It helps the pupils improve their reading level. These only illustrate the need for intensive and systematic monitoring and guidance in reading for struggling pupils both in school and at home. Working hand in hand with teachers, parents significantly influence their children and that influence will reflect on their performance in school. Thus, continuing this program to the next grade level will develop their reading performance, not only in learning to read but in reading to learn.

KEYWORDS: struggling pupils, intensive and systematic monitoring, pupils' progress, reading performance

SUBMISSION ID: R04A-CAVTP-0428

"I Have!" Who Has?": An Activity to Address the Misconceptions in Adding and Subtracting Integers

Mary Jane Sarmiento, Master Teacher II

Abstract

INTRODUCTION

The Senior High School students are expected to have a strong foundation of necessary mathematical skills. At their age, they should know and master the essential operation of integers, like addition and subtraction. In contrary, still, many students are experiencing difficulties with the said operations, that triggered the researcher to conduct a study focusing on addition and subtraction of integers. This study was intended to determine the level of students' understanding also and subtraction of integers. It also identified the factors affecting the misconceptions of students in the said operations. This study aims to develop activities or learning materials that will enhance students' knowledge or skills in adding and subtracting integers for them to deal with higher mathematics skills quickly.

METHODS

This study used a quantitative method of research. Data was collected through pre-test and post-test results. The respondents were the four sections of Grade 11 students of Placido T. Amo Senior High School during the first semester of School Year 2018-2019.

RESULTS

The findings of this study show that the students know how to add and subtract whole numbers but experience difficulties in the addition and subtraction of integers. Upon the implementation of the activity and administering the post-test, the result shows that the "I Have!" Who Has?" activity was highly effective in addressing the misconceptions of the students also and subtraction of integers.

DISCUSSIONS

The study has a significant impact on students as they were able to address their misconceptions in adding and subtracting integers. Also, classroom teachers directly influence the learning process and the managerial function to stimulate learning in the classroom.

KEYWORDS: Misconceptions, Addition, Subtraction, Integers, Learning Materials

SUBMISSION ID: R04A-BATANP-0670

**Improving the Reading Comprehension Ability in Araling Panlipunan 9
Through Reading Remedial Classes Using AP 9 (Ekonomiks) Module
for Grade 9 Students**

Judan Fructuoso, Department of Education

Abstract

INTRODUCTION

The main objective of Araling Panlipunan (AP) as a subject, is to train students in reading and comprehension. Through reading, the ideas will be understood. This leads to a deeper understanding of the value of history, economics, and contemporary issues that helps students express their ideas in different learning activities. As a significant goal, AP helps everyone to be a good member of the community of nations in order to enhance international diplomacy, unity, and world peace.

In this study, we determined whether the "Improve Reading Comprehension Ability in Araling Panlipunan Through Reading Remedial Classes Using AP 9 Economics Module for Grade 9 Students" has a useful effect.

METHODS

The research made use of the 10 item questions based on the module in AP 9 Ekonomiks (Iba't-Ibang Estruktura ng Pamilihan authored by this research). The questions were administered in a Pre-Test and Post-Test Exercise to measure student's comprehension in reading. After this, they shall be supervised by their AP 9 (Ekonomiks) teacher while doing the said exam.

Item analysis shall be applied to interpret and analyze the data that is being gathered. Selected pupils shall take the reading remedial from August 15-18, 2018 (2nd Quarter) and will undertake the pre-test and post-test in reading comprehension based on the Grade 9 Learners module. Then, the students shall answer the multiple-choice questions numbered 1-10 each). The results of the test shall be scrutinized through the use of item analysis.

SUBMISSION ID: R04A-CAVTP-0766

"Improving Reading Skills and Readers-At-Risk of Grade 3 Pupils of Gregorio A. Herradura Elementary School through Phonics Approach

Maricel Ancog, Department of Education

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. The learners who read well develop a better understanding and effective adjustment towards life's situations. When the learners understand what they read they could identify, classify, build, organize, synthesize, make adjustments, and arrive at proper decisions. While such problems could be attributed to some causes such as social, economic, environmental, or psychological factors, it remains a vital task of all concerned especially the teachers to improve the quality of instruction to help the slow readers and readers at-risks acquire the basic knowledge and skills in reading that could be utilized as avenues to undertake other subject areas prescribed in the curriculum.

METHODS

This action research relied mainly on the results of the different oral reading tests (recognition level) conducted during the period of the program. The descriptive method of research was used in the study to find out the reading performance of the pupils. The data gathered were tabulated, evaluated, and analyzed using percentages to identify the reading levels of the pupils.

RESULTS

The subject of this action research was the slow readers and readers-at-risk in Grade 3 of Gregorio A. Herradura Elementary School for S.Y. 2016-2017. It reveals that out of 11 pupils under frustration level of word recognition 4 or 16% are slow readers; 5 or 20% are syllable readers, while 2 or 8% is still at-risk. On the basis of findings obtained through the analysis of data gathered, the following conclusions were achieved: (1) there was significant improvement in reading abilities of slow readers and readers at-risk in Grade 3; (2) phonics approach in reading is effective in improving the abilities of slow readers and readers at-risk in word recognition; (3) there were reading difficulties that were prevalent among pupils at the start of the study.

DISCUSSIONS

There was a significant improvement in reading abilities of slow readers and readers at-risk in Grade 3. Phonics approach in reading is effective in improving the abilities of slow readers and readers at-risk in word recognition. Teaching students to read is a vital educational aim. Reading gives opportunities and opens up new worlds. Learning to read enables students to gain new knowledge, enjoy texts, and do everyday life things. The phonics and the whole language approaches are two main METHODS of reading, a debate that still rages among educators, parents, and experts.

KEYWORDS: Reading, Comprehension, Phonics

SUBMISSION ID: R04A-LAGUNA-0180

**iPhone" (Instrument of Pupils that Help on their Needs on
Exploration) and Reading Comprehension Skills of Grade 4 Pupils of
Rizal Elementary School**

Luz Marie Francia, Department Of Education

Abstract

INTRODUCTION

In response to Department of Education Order No. 15, s2007, teachers are encouraged to be innovative to address the need for additional reading materials that should also undergo the process prescribed by the Department of Education. In this study, we explored the needs of our client according to their level of learnings with an innovation that was solidly grounded in evidence and theory.

METHODS

Post-test and Pre-test Experimental Research Design was used. Using the innovation iPhone, which stands for Instrument of Pupils That Help On their Needs on Exploration, to test their reading comprehension skills using the universal or take all techniques to the 22 Grade 4 learners of Rizal Elementary School of Diffun I District, Diffun Quirino.

RESULTS

The pre-test scores revealed good or $M=10.3182$, $SD=4.30267$ in reading comprehension. The post-test scores of the pupils after the iPhone was introduced showed that pupils garnered very good scores in Reading Comprehension or $M=18.1818$, $SD=1.36753$). This affords information that the pupils have improved in the task given as they performed very satisfactory after the iPhone was introduced.

The paired sample t-test on the significant difference between the pre-test and post-test means that the scores of the Grade 4 pupils transpires that the t-value of -10.552 and a p-value lower than 0.05; hence, the result is interpreted as significant. This indicates that the intervention significantly improved the mastery level of pupils along with the selected competencies in Reading Comprehension.

The effect size of IPHONE generated a t-value of -10.552 showing an Eta squared of 0.841, which can be interpreted that IPHONE as an intervention has a large effect. T

DISCUSSIONS

The results determined the effectiveness of iPhone in enhancing Reading Comprehension Skills. The tools in determining the aid effectiveness were through iPhone Post-test and Pre-test Experimental Research Design with the 22 selected respondents through the universal technique in the form of taking all pupils. Using the mean, standard deviation, paired sample t-test and eta squared, the study revealed that skills in reading comprehension and other learning areas particularly Science, iPhone may be used and tried for future reference.

KEYWORDS: iPhone, Exploration, Reading Comprehension Skills

SUBMISSION ID: R002-QUIRIN-0017

**"I-RACE (Individualized Reading and Comprehension Engagement):
Enhance the Reading Skills and Performance among Grade 6 Pupils of
Dayapan Elementary School"**

Marilene Ubarre & Maria M. Lumbres, Department of Education

Abstract

INTRODUCTION

Reading is an integral part of life, and having strong reading skills will help in successful navigation in society. As such, reading becomes an essential of basic education. In this study, using the Revised PHIL-IRI, pupils' reading level was located and individualized reading and comprehension was done to enhance the pupil's reading skills and performance and hopes to recommend the most appropriate plan of action.

METHODS

The study used the Revised PHIL-IRI to test the experimental groups of Grade 6 student consisting of nine pupils. A pre-test was administered to locate their reading level. They were given individualized reading and comprehension engagement after the reading level was identified. A post-test was conducted for comparison and analysis.

RESULTS

The research showed the following results: 1) increased in word recognition through miscues; 2) there was increased reading speed; improved reading comprehension; 4) better academic performance. There were also intrinsic changes noted such as pupils' boost of confidence and appreciation of reading.

DISCUSSIONS

The respondents after participating in the project gained more skills and knowledge. They gained confidence and became active in classroom activities and discussions thus increasing their participation rate. They developed a more favorable attitude towards reading. Since they read at the level that they are a most comfortable and gradual increase in the level of difficulty, they learned to appreciate reading. This made them enjoy and continue doing it even after the project. The study concludes that I-RACE is effective in enhancing the pupil's reading skills and performance. For the teacher to ensure that the project will be sustained in the school level, proper identification of the pupil's reading level should be done. Materials should also be made available for the pupils so that there will be no gaps between each session.

KEYWORDS: Reading, Comprehension, Individualized, PHIL-IRI

SUBMISSION ID: R04A-TANAUA-0177

**ISAPUSO (Intervention as Special Action to Pupils Under Supervision
to Enjoy Opportunity in Reading)**

Annette P. Rocillo, Maria Vinalyn Prado, Marilyn R. Rocillo, & Thelma M.
Tuliao, Galicia Elementary School

Abstract

INTRODUCTION

Pupils who are struggling in learning to read deserve to have educators that make every effort possible to ensure their success based on their PHIL IRI 40 pupils resulted under the frustration level. Reading intervention is necessary. So, we come- up to a program called "ISAPUSO" The said pupils are expected to improve their reading ability before the year-end based on the result of the evaluation given to them. The teaching of reading must be carefully planned to meet the needs of all our children taking into the account low literacy baselines and inconsistent home support.

METHODS

This study employed the Descriptive Design to determine the evaluation given to pupils using the reading program ISAPUSO.

RESULTS

Phil IRI was given as pre-reading assessment to Grade III pupils of Galicia Elementary School. Forty pupils fell under the frustration level. 95% of the pupils improved; the remaining 5% were still at the frustration level. The study measured the literacy of the pupils that will help the pupil to improve their skills in reading. The researcher gathered data from the pre-test, and post-test was compared based on the scores collected per month. There was a slight improvement in scores in the first month and more improvements in the following month.

DISCUSSIONS

The reading intervention was done after finding out the result of Phil-IRI. After the assessment of the result, we found out that there were 40 pupils fell under the frustration level. Those pupils underwent the intervention called ISAPUSO. The researchers were given four months to assist struggling readers using reading and printed resources. After the first month of the intervention, the pupils were able to read the CVC words and Basic Sight words. For the second month, the pupils improved and were able to read phrases. For the third and final month, the pupils were able to read simple sentences. Post-reading of Phil-IRI test were used to assess the pupils.

KEYWORDS: struggling intervention improvement assessment ISAPUSO

SUBMISSION ID: R04A-CAVITP-1560

**"Laro Ko, Dunong Ko": An Activity to Improve Oral Reading
Comprehension Level of 15 Grade 5-Acacia Pupils of Mandus Central
Elementary School**

Leah L. Santiago, Master Teacher I

Abstract

INTRODUCTION

Word games that challenge a person to discover new meanings and new words are a great and fun tool in the quest for expanding vocabulary. Examples include crossword puzzles, anagram, word jumble, scrabble, and boggle (Hansen, 2017). Having the belief that low reading comprehension affects the academic performance of pupils; an intervention was designed to increase the reading comprehension of 15 identified pupils who belong to frustration level. Helping children improved their oral reading comprehension at a young age will aid them in improving their academic performance and their love for reading.

METHODS

This study used descriptive design as a statistical tool involving pupils as respondents. The data gathered were carefully recorded, tabulated, and analyzed by the researcher. The researcher used the Phil-IRI pre-test and Phil-IRI post-test results of Grade V- Acacia of Mandus Central Elementary School for the S.Y. 2017-2018. The Phil-IRI pre-test was conducted in the first week of September 2017 to gauge pupils reading ability and identifying who were the pupils needing immediate intensive remediation for future progress. The parents were informed through a meeting of the reading ability of their children to gain full support and cooperation during the conduct of the intervention activity.

RESULTS

Based on findings, the following conclusions were drawn: "Laron Ko, Dunong Ko" activity much helped pupils reading comprehension because the pupils' love for reading increased. "Laron Ko, Dunong Ko" activity has improved the pupils' oral reading comprehension level in Phil-IRI post-test.

DISCUSSIONS

This study found that low vocabulary was the prime factor of low reading comprehension, lack of interest in reading because of failure to comprehend, playing word games enhances pupils' vocabulary leading to comprehension progression. These were the significant difference in the pupils reading comprehension because of "Laron Ko, Dunong Ko" activity before and after the implementation of "Laron Ko, Dunong Ko" activity.

KEYWORDS: oral reading comprehension, Phil-IRI

SUBMISSION ID: R013-SURSUR-0288

**The Localization and Contextualization in Teaching and the
Performance of Grade-V Pupils of San Vicente Elementary School in
Araling Panlipunan**

Annabelle Aguila, Department of Education - San Pablo City

Abstract

INTRODUCTION

In the 1987 constitution, localization and contextualization are prioritized for things that have to do with the culture and should be treated correctly and with high due respect. The main goal of the study is to find a suitable strategy that will help Grade-V pupils of San Vicente Elementary School to achieve academic progress in Araling Panlipunan (AP). The use of the experimental design in obtaining data concerning the integration and contextualization in providing instruction and the performance of the Grade-V pupils in AP. The main objective of San Vicente ES is to provide globally competitive learners when it comes to AP subject and the others as well.

METHODS

The researcher used the experimental type of research in collecting needed data and treating it, focusing on the integration of localization and instruction in the teaching of AP to Grade-V pupils. The performance will then be compared for the two groups will be taught differently, that also uses a pretest and post-test in assessing progress.

RESULTS

More significant progress was manifested by the group who tried the use of localization and contextualization strategy over the group that uses only the traditional strategy. Higher scores were obtained by the group that was exposed to the use of localization and contextualization. There is a significant difference, as shown in the mean scores of the group.

DISCUSSIONS

Upon obtaining scores based on the Diagnostic Test in AP, the average is just 75%, but after the application of the localization and contextualization strategy the average obtained was 85% compared to the average of the group that only focus on the traditional way, they only got an 80% for the total average. Meaning more significant impact was achieved due to the strategy that has been tried in the research.

KEYWORDS: Araling Panlipunan, localization, contextualization, approach/ strategy

SUBMISSION ID: R04A-SANPAB-0109

**"Management and Evaluation of Tle Activities and Skills Development
in On-The-Job Training of Grade 9 Students in the District of Pila,
Division of Laguna"**

Marilou Nicandro, Department of Education

Abstract

INTRODUCTION

Teachers perform distinct roles to help the learners cope with the day-to-day activities to be done inside the TLE laboratory. Effective teaching and learning cannot take place in an inadequately managed classroom. Students will show poor performance if facilities and equipment are inadequate; hence, sufficient knowledge, skills, and work values will not be acquired. With this condition, both the teachers and students are affected; the teachers will continue to face difficulties teaching, while the learners will most likely be learning less than they should.

METHODS

This study uses the descriptive-correlational approach to determine if there is a significant relationship between the management and evaluation of TLE activities to the skills development in on-the-job training of Grade 9 students in the National High School in Pila District. The Pearson product moment correlation coefficient "Pearson r " was used as the statistical tool in determining the relationship between the management and evaluation of TLE activities to the skills development in the OJT of Grade 9 students. It also helps determine how much variation is caused by the independent variable in relation to the variation caused by the dependent variables.

RESULTS

When it comes to the relationship between management and evaluation of TLE activities and OJT grades, there was no significant relationship between teachers' planning and OJT grades (r -value of 0.132); between coordinating and OJT grades (r -value of 0.156); between cooperating and OJT grades (r -value of -0.022) and between implementing and OJT grades (r -value of -0.100) of Grade 9 students. There was a significant relationship between students' skills and OJT grades (r -value of 0.561) of Grade 9 students. On the other hand, there was no significant relationship between knowledge and OJT grades (r -value of 0.070) and between work values and OJT grades of Grade 9 students (r -value of 0.093).

DISCUSSIONS

The perception of teachers in the management and evaluation of TLE activities in terms of planning, coordinating, cooperating and implementing, as well as the perception of the Grade 9 students with the emphasis on skills development such as knowledge and work value were considered to find its effectiveness. After the conduct of the activities, both the TLE Teachers and students "strongly agree" on the effectiveness of planning in the management and evaluation of TLE activities. OJT helps augment students' knowledge, improve skills, and develop a positive attitude among them.

KEYWORDS: On-the-Job Training, Skills and development

SUBMISSION ID: R04A-LAGUNA-0141

**"Math Exercise Kita": Improving the Mastery Level of Grade Four -
Sunflower Pupils in Multiplying Whole Numbers with or without
Regrouping**

Desiree May Buar, Elah Vanessa Obsenares, & Janette Rosil, Department Of
Education

Abstract

INTRODUCTION

Mastery of the basic math facts is essential in the teaching of Mathematics at the elementary level. However, it is frustrating to note that despite the efforts of the elementary grade teachers, in teaching the basic math facts to the pupils, still many of them do not have mastery of the basic facts, particularly multiplication.

METHODS

Selective -purposive sampling was used in this research. 16 out of the 30 pupils of Grade Four-Sunflower underwent the intervention and asked to solve then answer worksheets and performed the exercise. Researchers of Bon-ot Elementary School were able to formulate an intervention in response to the problem; it is called "Math Exercise Kita." This intervention continues for five days, on the last day of the intervention, pupils were given the same questions based on the least academic competency in the first grading examination.

RESULTS

The intervention brought a significant improvement in the scores in testing the knowledge in multiplying whole numbers with or without regrouping among the 16 respondents. Their scores after the application of the intervention revealed that no more pupils belong to the beginning and developing a level.

DISCUSSIONS

The promising results suggest that the intervention "Math Exercise Kita" can enhance the skills of the learners with a learning difficulty in multiplication.

KEYWORDS: "Math Improving Mastery Level of Multiplying Whole Numbers Regrouping

SUBMISSION ID: R013-SURSUR-0039

"MATHILDA: Website Application Learning System for Better Advancement in Mathematics"

Butch R. Malicsi, Tagaytay City Science National High School

(Adviser: Mark Anthony Rellores)

Abstract

INTRODUCTION

All children are born with the ability to appreciate numeracy. The approximate number system does not support precise counting but allows for comparison judgments of "more than" or "less than." In school, this ability is being enhanced by teaching them any other lessons in relation to Mathematics. Most of the learners find this subject hard and uninteresting.

METHODS

The researcher then conducted MATHILDA: Website Application Learning System for better advancement in Mathematics last June 2017 to November 2018. The goal of the study was to offer an alternative way of learning, giving the potential to technology as material in the said advancement. Correlational Descriptive Research Design was implied to give relation to the variables making MATHILDA and the performance of the student upon using it was directly proportional.

RESULTS

After the survey method, the researchers used the numerical data to give descriptions and applications stating that because of graphics, organized data, and technology-related features of the product, the respondents were able to have advancement and better understanding.

DISCUSSIONS

Based on the findings, the website application was really accessible for secondary students and easy to find and understand. Making this study was very appropriate because it served as a pathway for this generation to grow closer to Mathematics and help them improve their understanding of the subject. The inclusion of technology greatly affects the students' learning because the youth nowadays are very interested in technology.

KEYWORDS: Website Application Learning System, Approximate Number System, Mathematics, Technology, Advancement

SUBMISSION ID: R04A-CAVTP-0363

**"Munting Aginaldo sa Tulad Ninyong Huwaran (MATH) Program":
Its Impact on the Student-Recipients of Col. Lauro D. Dizon Memorial
National High School**

Maria Shirley E. Montaña & Rourie L. Briñas, Department of Education - San
Pablo

Abstract

INTRODUCTION

In this study, we determined the impact of "Munting Aginaldo sa Tulad Ninyong Huwaran (MATH) Program" on student-respondents of Col. Lauro D. Dizon Memorial National High School. The Civil Service Commission provides the PRAISE (Program on Awards and Incentives for Service Excellence) for employees, while the Division of San Pablo gives out the Gawad Pitong Lawa. In connection with these, the head teacher of Col. Lauro D. Dizon initiated the MATH. Program (Munting Aginaldo sa Tulad ninyong Huwaran) to give incentives, not to teachers but our students as a reward for their excellent performance and exemplary values.

METHODS

This study utilized a Qualitative research method. It also used purposive sampling. It utilized frequency distribution, percentage, and data were analyzed thematically. The research instruments used by the researchers were the questionnaire given to the respondent through survey /interview.

RESULTS

Using the Thematic Map, the impact of the MATH Program on student-respondents was divided into two categories: personal and family. In the personal category: most of the students responded that they were encouraged to study even better, comprising fifty- six percent (56%) of the responses. Four percent (4%), responded that they were happy to be appreciated. Sixteen percent (16%) said that they were inspired to help others. While for the family category: four percent (4%) said the program contributed happiness to their families. Twenty percent (20%) responded that they felt happy they were able to help their families.

DISCUSSIONS

The MATH program has a positive impact on excellent and struggling learners in Mathematics. Beneficiaries found the program as an immense help for them for the reason that they were given gifts such as spaghetti package, rice, and groceries for Christmas Season that will serve as a present to their parents for being a role model in Mathematics. It increased their aspiration and inspired them not only to improve their skills and interests in Mathematics but also motivates them to help others and inspires others. The MATH Program, therefore, has a significant impact on the student-respondents in promoting ethical values, social awareness, and responsibilities in the community.

KEYWORDS: "M.A.T.H. Program" -Its Impact on Students-Recipients

SUBMISSION ID: R04A-SANPAB-0107

**"Musta Ka, Eskwela Ta (How Are You, Let's Learn)" Activity:
Increasing the Attendance of Grade 9 Students**

Bernadeth S. Gorospe, Co-teacher

Abstract

INTRODUCTION

An individual student's poor attendance in school is a symptom of disengagement and academic difficulties. However, encouraging students to have regular school attendance is one of the most potent ways the teachers can prepare for the success of the students - both in school and in life. With the encountered issues of school absenteeism among the students, an intervention was designed to increase the school daily attendance of Grade 9- Gorospe students through "Musta Ka, Skwela Ta (How Are You, Lets Learn)" Activity.

METHODS

After identifying the factors affecting identified students experienced absenteeism, descriptive, and the purposive method was used for triangulation of responses. Analysis as to who were the eight (8) respondents were selected based on the causes that emerged to come up with the possible solution of the problem.

RESULTS

After identifying the factors affecting identified students experienced absenteeism, descriptive, and the purposive method was used for triangulation of responses. Analysis as to who were the eight (8) respondents were selected based on the causes that emerged to come up with the possible solution of the problem.

From the 14 students who experienced chronic absenteeism indicates various reasons, such as:

- 1) they feel "out of place";
- 2) due to distance;
- 3) due to illness; and
- 4) have undergone early child labor.

It shows that eight (8) students have special reasons feeling "out of place or OP" that encouraged the teacher to conduct research. It is where peer supports provided by their classmates guided by the researcher to build the strongest emotion linked to attachment and belongingness. Thus, belonging to a group allows the students to experience academic progress and create a meaningful relationship among students in the classroom.

DISCUSSIONS

The result creates the importance of student's exposure to group work. Utilizing the modernization of activities shows the critical improvement of the students in academic performance. A sense of belongingness has a direct relationship to students' greater interest and more enjoyment in school activities, which resulted in the value of their academic work.

KEYWORDS: Lets Learn, Learn with Peers, Increase Attendance

SUBMISSION ID: R013-SURSUR-0068

**"My Parents, my Partners in Success" : A Program in Increasing
Parents Participation in Improving Academic Performance of Pupils**

Mercedes P. Paigalan, Department of Education

Abstract

INTRODUCTION

Parental involvement in a child's education is crucial. When parents are involved in their children's education, children are more likely to do better in school, be better behaved, have more positive attitudes toward school, and grow up to be successful in life. Pupils' success is a shared interest of both the school and family. Envision parents as partners in the learning process, and then identify concrete ways that partnership can be activated. Parents and stakeholders are encouraged to actively participate in planning, implementing, and assessing their school programs and activities to improve pupils' performance.

METHODS

The respondents of this study are the 25 Grade 1 section Ampalaya pupils and their parents of Mandus Central Elementary School, Lingig - 3 District, Division of Surigao del Sur for the School Year 2017 - 2018. The main source of data gathering was the attendance of the parents in all school-related programs and activities and the grades of the pupils in 5 core subject areas before and after the implementation of the program.

RESULTS

The performance rating of Grade 1 Ampalaya pupils before and after the intervention, "My Parents, My Partners in Success Program." There is an increase of 3.2% in the grand total MPS of pupils from 1st to 3rd Quarter. To wit: Mother Tongue increased by 3.63%, Mathematics increased by 5.2%, and Aral Panlipunan increased by 1.34%. Even in Filipino and English Subjects that were not yet offered in the 1st semester, pupils were able to attain an MPS 84.27 in Filipino and 84.93 in English in their first assessment in the third quarter with high MPS. Which means that the intervention was very effective and resulted in the increase of MPS with the involvement of the parents.

DISCUSSIONS

The study proved that active participation of parents in school-related programs and activities tend to have positive effect on pupils, encouraging them to show better academic performance.

KEYWORDS: academic performance, parent's involvement

SUBMISSION ID: R013-SURSUR-0225

"My Teacher, My Guide" Approach: A Strategic Intervention to Develop Grade VI Pupils' Word Comprehension Skills

Francisco Jr. Robles, Teacher-I of Department of Education

Abstract

INTRODUCTION

The pupils' poor word comprehension is one of the most relevant issues encountered inside the classroom nowadays. It has been observed on the results of Phil-IRI assessment that word comprehension percentage falls into a superficial frustration level. There is a result shown on item analysis where comprehension has a low mastery level of interpretation in English subject, and other related subjects used the English language. This study concentrates on the improvement of word comprehension skills of the learners with the strategic intervention called as, "My Teacher, My Guide," a one-on-one teaching and tutoring approach every Wednesday and Friday afternoon.

METHODS

Each pupil underwent the process of giving them a chance to read and communicate what they understood from the selection. Through the outcomes of this activity, there were 16 pupils purposively identified as the participants who were classified with superficial comprehension level or needed immediate intervention out of 24 pupils. They were undertaking the overall assessment procedure on the implementation of the intervention. By this method, the researcher used a particular four-point scale, T-test and one-way Analysis of Variance (ANOVA) as a statistical tool to determine the significant difference between traditional reading approach and strategic intervention.

RESULTS

Varied activities were given to evaluate the assessment of pupils before the intervention. The level of comprehension skill was administered with localized reading materials. Whereas, out of 24 enrollees in grade VI, 7 pupils need improvement in comprehension level with scores ranging from zero to four. Nine pupils scored from 5 to 8 identified with right comprehension level. Pupils who scored from 9-12 were only eight. The participants who underwent traditional reading got a mean score of 2.875, with a superficial comprehension level that needs immediate intervention. The results showed that there is a significant difference between traditional reading approach and using the strategic intervention since the P-value is 0.0001374.

DISCUSSIONS

The results proved that one-on-one teaching or tutoring marks a significant impact on the pupils to comprehend more words. It also showed that giving localized reading materials and improvised activities would develop the prior knowledge or would anchor to provide new information. Indeed, additional instructional reading materials must be made, modified, and appropriately distributed to every school in order to prioritize the needs of the pupils.

KEYWORDS: comprehension, strategic intervention, improvement, traditional approach

SUBMISSION ID: R013-SURSUR-0287

**"Pag-unlad ng Mahal Ko'y Kaagapay Ako": A Program Assessing
Parents Involvement in the Academic Achievement of Grade 2 Pupils in
Salao East Elementary School**

Emma Joco

Abstract

INTRODUCTION

In recent times teachers had been criticized for the dwindling performance of pupils in schools. Most have forgotten that education is not only a teacher or school affair. The purpose of this study is to determine the effects of parental involvement in academic performance and pupils. This program aims to create a home environment that encouraged the parents' involvement in their children's education.

METHODS

This study used different methods, such as sampling, interviews, and questionnaires. Data used excel and data by graph and figures. It covered the 24 Grade 2 pupils together with their parents.

RESULTS

The importance of parenting cannot be overemphasized, whether we are discussing nurturing for the sake of bonding, brain development, language skills, or establishing learning patterns. Parenting style has a significant impact on children's learning style, cognitive growth, and educational achievements. To have their parents in the building, to parents not having the time to be as involved as they may like. It is evident from the results of the parent survey that SEES parents are involved in their children's lives. They are somewhat more involved at home than at school which concurs with other studies.

DISCUSSIONS

SEES has created an organization dedicated to improving parent involvement and parent-school relationships. This organization helps the families understand and develop essential relationships which may aid their children's development.

KEYWORDS: program, assessing, involvement, academic, achievement

SUBMISSION ID: R04A-BATANP-1482

"Partner Ko-Parent Mo": A Strategy to Minimize Misconduct of Young Learners

Victoria Coletto, Department Of Education

Abstract

INTRODUCTION.

This study aims to know the behavior of young learners of Grade 2 - Coletto of Cantilan East Central Elementary School by applying the "Partner Ko-Parent Mo" Managing Sexual Misconduct of Young Learners. A Strategy to Minimize the Misconduct of Young Learners. The application of intervention was done by visiting their houses, neighbors, and giving rewards to those learners doing good the whole day in the classroom of Grade 2 Coletto. Through this study, the researcher hopes to achieve positive results in utilizing the intervention to help address the identified problem of the respondents.

METHODS

The researcher used the descriptive observation and interview design of research to know the effectiveness of "Partner Ko-Parent Mo": A Strategy to Minimize Sexual Misconduct of Young Learners. Observation and intervention were used in identifying the participants who are Grade 2-Coletto pupils of Cantilan East Central Elementary School; 5 pupils out of 30 pupils in Grade 2 Coletto this school year 2018-2019 served as participants. The study started from the month of November 2018 to January 2019.

RESULTS

The result of this study revealed that sexual graphic interpretation, pinching some classmates, talking with other classmates were some of the factors that affect pupils' daily performance in school, leading them to perform low in class. With the conduct of "Partner Ko-Parent Mo" pupils, misconduct was reduced. It was found out that only one pupil was left having sexual misconduct in class. Academic performance of pupils have improved, and the problem was lessened.

DISCUSSIONS

The researcher found out the intervention was easier to implement. The pupils were more attentive, especially if the teacher gave attention to their needs, followed up as to what and who were their companions and enlightened them as to their family ties. Close contact between teacher and parent is a significant factor in child development. Teachers should, therefore, find ways and means to involve parents in the teaching-learning process.

KEYWORDS: misconduct

SUBMISSION ID: R013-SURSUR-0297

"Peer Assisted Learning Strategies (Pals): Effects on the Intellectual Achievement among Grade 7 Students in Science of Tmcnhs - Conchu Annex"

Janine Mae Ferrera, TMCNHS-Conchu ANNEX

(Adviser: N/A)

Abstract

INTRODUCTION

Peer-Assisted Learning Strategies (PALS) is an intervention that utilizes the help of more advanced students in assisting with the development of children with greater education needs, especially in Science. The program combines peer tutoring with instructional principals and techniques. Specific techniques vary depending on the grade level and domain of focus. Teachers pair students based on skill levels and social compatibility.

In each pair, one student serves as the "coach," while the other is the "player." Teachers make pairings by ranking all the children in the class on reading capabilities and splitting the list in half. The teacher then pairs the two most capable students from each list, the second two most capable, and so on. Pairs are changed frequently so that each student eventually has the opportunity to be both a coach and a player. It also uses activities to help improve students' success within the targeted topic in a subject area. It provides review sessions outside of class in which students work collaboratively by discussing, reading, comparing notes, working together, and sharing ideas for improving in class (Fuchs et al. ,2007).

METHODS

The experimental method of research was used in this study. It is a procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. The following are the statistical being used during the study: Frequency, which usually refers to the number of times the event occurred or the characteristics present in the study; mean, which usually refers to average that is used to derive the central tendency of the data in question; and t-test, which is used to compare two different set of values and generally performed on a small set of data.

RESULTS

Based on the gathered data, the following are the result of the profile of the respondents in terms of age. Findings show that 33 or 79% of the respondent's age is 10 - 12 years old, 7 or 17% of the respondent's age is 13 - 14 years old while 2 or 4% of the respondent's age is 15 - 16 years old. Of the respondents in terms of gender, findings show that 19 or 45% of the respondents are male while 23 or 55% of the respondents are female. Based on the intellectual achievement level of the students in science, findings show that the experimental group has an achievement level of 83.83 while the controlled group has an achievement level of 81. 64. And lastly, about the significant difference of student's level of intellectual achievement by peer-assisted learning strategies, findings show that the absolute value of the calculated t is smaller than the critical value ($1.7134 < 1.99$), so the means are not significantly different.

DISCUSSIONS

Based on the result of the study, the Peer Assisted Learning Strategies (PALS) helps the students intellectual achievement in Science, regardless of whether they began the year low -, average -, and high - performers.

KEYWORDS: peer, learning, peer-assisted, strategies, intellectual, achievement

SUBMISSION ID: R04A-CAVITP-1509

**"Peer Oriented Learning Yet with Algorithm" Approach to Address the
Least Learned Competency in General Mathematics of Grade 11
Students in Canico P. Iriberry National High School**

Erick Jesson Bucalon, Department of Education

Abstract

INTRODUCTION

High school students have different learning abilities. They do not learn with equal capacity and equal speed, specifically in mathematics. In this context, it is inevitable that there will be Least-Learned Competencies (LLC) in mathematics or even in other subjects. Thus, it is imperative for the mathematics teacher to look for solutions to address the said Least-Learned Competency. This action research quantifies the performance of Grade 11 General Mathematics students of Canico P. Iriberry National High School (CPINHS), S.Y. 2017-2018 in utilizing the Cooperative Learning Approach with the use of Polya Problem Solving Model to address the said Least Learned Competency in General Mathematics in the first quarter.

METHODS

A descriptive research design was utilized in this study. The students were grouped based on the scores they got during the First Summative Examination where students who got high scores were grouped with the students who got low scores. Students were exposed to Polya Problem Solving Model and collaboratively they worked on sample problems. After which, a validated 10 - item post-test was given to the respondent, then a quantitative analysis was done to see whether there was an improvement in students' performance.

RESULTS

After the First Quarter Examination, there were 10 students who scored 0-1, eight or 26.7 % of them got a score in a range 2-3, roughly 23% of the class acquired the score of 4-5, 4 respondents correctly answered 6-7 items, only 1 of the scores in a range 8-9, and nobody got a score of 10. After the intervention was implemented and post-test had been given, only four respondents got 0 -1 score, five got scores of 2-3; 30% percent of them correctly answered 4-5 and 6-7 items, two students have scored 8-9, and only one student correctly answered all the items. The score of 2.20 is the mean score in the pre-test, while it was tallied at 4.63 in the post-test. It can be inferred that the respondents achieved better scores in the post-test.

DISCUSSIONS

The results revealed that there is a percentage increase in the pre-test and post-test after applying the Cooperative Learning Approach with the aid of the Polya Problem Solving Model. Thus, using of Polya Problem Solving Scheme is encouraged. It is also suggested that there is a similar result with regards to effectiveness in applying Cooperative Learning Approach with the aid of Polya Problem Solving Model in other least learned competencies in math related to problem-solving.

KEYWORDS: Least Learned Competency, Polya 4 - Step Problem-Solving Technique, Collaborative Approach

SUBMISSION ID: R013-SURSUR-0250

"Performance in Basic Calculus through Gamification of the Grade 11 Students"

Odessa Botis

Abstract

INTRODUCTION

This study aims to determine the effect of games on the performance of Grade 11 Science Technology Engineering and Mathematics (STEM) students in Basic Calculus in Tabaco National High School. The performance of the control and experimental groups in the pre-test and post-test was tested along: determining the relationship between differentiability and continuity of a function; deriving the differentiation rules; and applying the differentiation rules in computing the derivative of an algebraic, exponential, and trigonometric functions.

METHODS

This study is experimental in nature. Pre-test post-test design was employed in this study as a tool in data gathering. The test was composed of thirty (30) items and prorated equally to the three topics covered by this study. This was given to the control and experimental group before and after the treatment. The performance level of the control and experimental groups were determined by getting the mean of the scores and percentage. To test the significant difference in the performance of the two groups in the pre-test and post-test, t-test was utilized.

RESULTS

In the pre-test, the control group obtained a mean score of 6.40 with the performance level of 21.33% while the experimental group got a mean score of 6.79 with 22.63% performance level with variances of 1.12 and 1.17 respectively. The results arrived at a t-value of 1.48, which is less than the t-critical value of 1.69 at 0.05 level of significance. It means that the performance of the two groups was the same in the pre-test.

After the intervention post-test was administered to the two groups, results showed that the control group got a mean score of 23.34 with a performance level of 77.80% while the experimental group obtained a mean score of 25.72 with 85.73% performance level with variances of 2.05 and 2.71 respectively. The results obtained a t-value of 6.53 which is higher than the t-critical value of 1.69 at 0.05 level of significance. This implies that there is a significant difference in the performance of the groups in the post-test.

DISCUSSIONS

Based on the foregoing results, it was recommended that appropriate games and puzzles be included by Mathematics teachers in teaching so that students may be provided with more interesting and practical experience to attain the optimum performance of the learners. Further, lesson studies may be conducted by Mathematics teachers to further improve the delivery of the instruction especially when using games in teaching.

KEYWORDS: calculus, performance, experimental, STEM, games, derivative, puzzles, lesson study, mathematics

SUBMISSION ID: R005-TABACO-0076

"Performance of Grade 10 Students in Algebra Towards a Proposed Contextualized Plan"

Dulce Manaog, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

Mathematics is considered essential in almost every field of arts and sciences. With a fast-paced and high-tech society nowadays, Mathematics has gained more attention. Mathematics is not just computation but a tool for understanding complex real-life problems, a necessity for people of all ages to be successful in life.

Algebra, for example, one of the topics in Mathematics, is truly important and indispensable for understanding structures, relationships, and patterns to produce solutions for complex real-life problems. Learning Algebra does not only mean learning it as a subject but also applying its lessons in certain situations in our daily life. Algebra, being one of the hard-learned content of mathematics is surely a great part of the teaching-learning process and surely a contributor to the overall performance in mathematics.

However, when one starts seeing not only numbers but also letters coupled with parenthesis and exponents and a whole potpourri of other symbols, everything seems to make no sense at all. This single fact more than anything else turns many people off to learning algebra. It is now significant to determine the factors that can somehow explain our students' perceptions about the mathematics of real life.

METHODS

In this study, the researcher used the descriptive method of research. A descriptive study collects, organizes, and reviews information about the matter being studied. The study consisted of a mixed method data analysis with phase one being quantitative and phase two being qualitative. The quantitative method was used to measure/analyze the demographic characteristics of the respondents. In order to answer the research question regarding the levels of learners in the formative and summative assessments, it is imperative to analyze the levels of performance of the learners. Quantitative analysis is, therefore, an appropriate strategy to determine the level of each learner in both tests.

This researcher chose the descriptive process, which was widely used in doing scientific research such that, only few limitations were observed on its use. In descriptive research, the identification of the relationships that existed between concerned variables served to generate answers to the hypotheses framed for further exploration

RESULTS

The result of the formative and summative tests is a reliable basis for creating a contextualized plan and sample lesson plans. Topics in Algebra perceived to be difficult were to solve real-life problems involving arithmetic sequence, to solve real-life problems involving geometric sequence, to prove the Remainder Theorem and the Factor theorem, and to solve problems involving polynomials and polynomial equations.

DISCUSSIONS

Contextualization is a vast factor for learners to fully understand the given lesson in mathematics.

KEYWORDS: ALGEBRA FOR GRADE 10, CONTEXTUALIZED PLAN

SUBMISSION ID: R04A-LIPAC1-0077

"Problem mo, Sagot ko Activity": Strategy to Improve Subtracting 3-4 Digit Numbers from 3-4 Digit Numbers with Regrouping Competencies of Grade 3 Pupils

Claire C. Minglana, Teacher
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

This study primarily aimed to find ways on how to improve the subtracting skills of identified Grade 3 pupils of Patong Elementary School through the innovation of the researcher. The researcher conducted the pre-test where she found out that there are 10 out of 37 pupils who did not know how to subtract 3-4 digit numbers from 3-4 digit numbers with regrouping and it is evident through first grading least learned competencies M3NS-Ig-32.6. Prior to this issue, the researcher made a "Problem Mo, Sagot Ko" strategy to cater to the needs of the identified pupils.

METHODS

This study made use of descriptive research design. "Problem Mo, Sagot ko" strategy was used with the identified Grade 3 pupils of Patong Elementary School, Patong San Miguel, Surigao del Sur who were poor in subtracting skills. The data was analyzed after having pre-test and post-test. The data was collected through the descriptive, evaluative, and non-experimental method.

RESULTS

After applying the intervention, subtracting skills of grade three pupils were improved. Out of ten (10) identified pupils, 7 improve and 3 needed remediations.

DISCUSSIONS

Based on the findings of the study, the difficulty of subtracting numbers may affect academic performance among pupils. The subtracting skills of the pupils based on the impact of the strategy applied were improved.

KEYWORDS: Problem Mo, Sagot Ko Activity, Subtracting 3-4 Digit Numbers, Regrouping Competencies

SUBMISSION ID: R013-SURSUR-0205

**"PROJECT REACT" (Read Everyday and Comprehend Truly) A
Reading Program to Improve Comprehension of Grade 6 Pupils at
Masaya Elementary School**

Leah Dimaculangan, Jesserene B. Yedra, Department of Education - Batangas

Abstract

INTRODUCTION

Reading comprehension is an essential skill to master in order to ensure success in learning. The researcher of this study focused on determining the impact of the school-based reading program as an intervention for the purpose of improving pupils' poor reading comprehension, which was found out as one of the reasons why learners could not excel academically. In line with the above reality, it is important to take it into consideration in order to improve the pupils' achievement in school. Thus, the researcher conducted a study on the effect of project REACT (Read Every day And Comprehend Truly), an innovative and comprehensive strategic intervention on the comprehension level of the target respondents.

METHODS

The data gathered were analyzed based on the results of the pre-test and the post-test conducted. It was analyzed in descriptive analysis. They were statistically treated using the Frequency and Percentage Distribution. The participants were given a pre-test before Project REACT was utilized. After the implementation, they were given a post-test, then, scores were tallied and compared. The rationale behind the use of this method lies on the intention of the researcher to describe the influence of the intervention program and to determine the significant difference of the performance of the pupils before and after the program.

RESULTS

Based on the result of the post-assessment in English Oral Reading in Phil IRI, the frequency and percentage of pupils under the frustration level decreased, while the frequency and percentage of pupils in instructional and independent level both increased and surprisingly, there were no non-readers at all. So, undeniably, the reading strategies utilized by the school-based reading program were effective based on the two-tailed test.

DISCUSSIONS

The data implied that the pupil-respondents performed better as reading comprehension is concerned after being exposed to innovative and interactive teaching strategies in reading catered by the Project REACT. Certainly, selecting proper and effective strategies that will best fit the interest and needs of the learners will make the teaching-learning situation yield better outcomes. Promoting quality education calls for innovations for new techniques in teaching and instructional materials to be used in the rising needs of the learners we have today. The emergence of learners with poor comprehension still evolves in every institution. So, the output of this research was indeed a quick response and resolution to this problem.

KEYWORDS: comprehension, strategic intervention, innovative and interactive teaching strategies,

SUBMISSION ID: R04A-BATANP-1732

"PROJECT SMILE" Strengthening Mathematics Skills through Innovative Learning Experiences: A School-Based Program to Improve the Numeracy Level of Grade 3 IlangIlang Pupils at Masaya Elementary

Jemayel Anne Bacordo & Rowena M. Magsino, Department of Education - Batangas

Abstract

INTRODUCTION

Teaching Mathematics is one of the primary concerns of education. Knowledge and skills in Mathematics should be developed among students for they are mostly used in man's daily activities. This study was pushed through to solve the problem of the school with regards to low numeracy performance level of the majority of the pupils in every class.

The researcher of this study focused on determining the impact of the school-based program called Project SMILE (Strengthening Mathematics Skills through Innovative Learning Experiences) as an intervention to improve the numeracy level of the Grade 3 pupils with diverse learning abilities, which became the driving force for the researcher to craft the school-based program or intervention through the utilization of different innovative strategies.

METHODS

Descriptive method and documentary analysis were used. The data gathered were analyzed based on the result of the pre-test and the post-test conducted. To be able to analyze the data gathered, different statistical tools were used such as Percentage, Frequency Distribution, and Weighted Mean. Weighted Mean was used to assess the effectiveness of the program.

RESULTS

Based from the results of the comparison between the pre-test and post-test, there was an increase in the number of learners under the outstanding level, thus a slight increase in the satisfactory level, and obviously, a remarkable decrease in the number of pupils who did not meet the expectation. This study has proven its validity since the program implemented resulted to a significant improvement on the numeracy level of the learners who were tested in the study, hence, recommended to be utilized by the other grade level experiencing the same scenario.

DISCUSSIONS

The study revealed that there was a substantial increase in the ability of the student participants to grasp fundamental concepts of multiplication after participating in the Project SMILE, which was translated into higher test scores in their post-test. Giving interventions and remediation to pupils with low mastery in multiplication is highly recommended because there is a higher chance to improve their perceived shortcomings or weakness and thus achieving progress and success. Moreover, the findings of the study imply the necessity of teachers' competency and preparedness in teaching, utilizing the different teaching strategies to fully achieve the goal of the school to provide learners with quality education.

KEYWORDS: Innovative teaching strategies, numeracy skill, intervention

SUBMISSION ID: R04A-BATANP-1249

**"Project Torch" (Three O' Clock Reading Campaign Habit"): A
Reading Program to Improve the Reading Skills of Grades 1 to 3 Pupils
at Julian D. Luna Elementary School**

Carmelita Convento & Asuncion M. Escamillas, SDO Batangas-Julian D. Luna
ES

Abstract

INTRODUCTION

Reading is an essential skill for learners in English. For most learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make the greater process in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

This project was conducted to improve the reading skills of Grades 1 to 3 pupils of Julian D. Luna Elementary School through the implementation of the Project TORCH. The output of this project is the result of the Post Oral Reading Assessment.

METHODS

This is descriptive research that aims to assess the effectiveness of Project TORCH in enhancing reading abilities among Grades 1 to 3 pupils. The respondents of the study are all the Grades 1 to 3 pupils who have a poor reading level or those that are slow, very slow, and struggling readers.

The researcher used data gathering procedures. The result of the District Oral Reading Assessment for School Year 2017 - 2018 was the basis of assessing the reading level of the subjects of the study. It served as the baseline data of their reading level. After applying the solutions, the researchers conducted the Post Oral Reading Assessment to determine if there was an improvement in the reading skills of the pupils. The data gathered were tabulated, evaluated, and analyzed using percentage to identify the reading levels of the pupils.

RESULTS

There were 87 pupils with reading difficulties in English on the Pre Oral Reading Assessment from Grades 1 to 3 pupils.

It can be deduced from the table that the obtained difference between the pre-assessment and the post-assessment of the pupils' reading level is significant. This means that there is a great improvement on the reading skills of Grades 1 to 3 pupils.

DISCUSSIONS

The results demonstrated that more than one half of the total enrolment of each class had reading difficulties based on the Pre Oral Reading Assessment. Project TORCH was implemented to address the needs of the pupils in enhancing their reading skills. The Post Reading Assessment revealed that after implementing the project, there was an increase in the level of their reading performance.

Since Project TORCH was found effective in teaching reading, teachers are encouraged to use this program in remedial reading instructions especially for Grades 1 to 3 pupils.

KEYWORDS: descriptive, effectiveness, respondents, significant

SUBMISSION ID: R04A-BATANP-1613

**"Project Torch" (Three O' Clock Reading Campaign Habit): A
Reading Program to Improve the Reading Skills of Grades –1 to 3 Pupils
at Julian D. Luna Elementary School**

Asuncion M. Escamillas & Carmelita A. Convento, SDO Batangas-Julian D.
Luna ES

Abstract

INTRODUCTION

Reading is an essential skill for learners in English. For most learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make the greater process in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

This project was conducted to improve the reading skills of Grades 1 to 3 pupils of Julian D. Luna Elementary School through the implementation of the Project TORCH. The output of this project is the result of the Post Oral Reading Assessment.

METHODS

This is descriptive research that aims to assess the effectiveness of Project TORCH in enhancing reading abilities among Grades 1 to 3 pupils. The respondents of the study are all the Grades 1 to 3 pupils who have a poor reading level or those that are slow, very slow, and struggling readers.

The researcher used data gathering procedures. The result of the District Oral Reading Assessment for School Year 2017 - 2018 was the basis of assessing the reading level of the subjects of the study. It served as the baseline data of their reading level. After applying the solutions, the researchers conducted the Post Oral Reading Assessment to determine if there was an improvement in the reading skills of the pupils. The data gathered were tabulated, evaluated, and analyzed using percentage to identify the reading levels of the pupils.

RESULTS

There were 87 pupils with reading difficulties in English on the Pre Oral Reading Assessment from Grades 1 to 3 pupils.

It can be deduced from the table that the obtained difference between the pre-assessment and the post-assessment of the pupils' reading level is significant. This means that there is a great improvement on the reading skills of Grades 1 to 3 pupils.

DISCUSSIONS

The results demonstrate that more than one half of the total enrolment of each class had reading difficulties based on the Pre Oral Reading Assessment. Project TORCH was implemented to address the needs of the pupils in enhancing their reading skills. The Post Reading Assessment revealed that after implementing the project, there was an increase in the level of their reading performance.

Since Project TORCH was found effective in teaching reading, teachers are encouraged to use this program in remedial reading instructions especially for Grades I-III pupils.

KEYWORDS: descriptive, effectiveness, respondents, significant

SUBMISSION ID: R04A-BATANP-1621

The Readiness of Science Teachers in the Implementation of K to 12 Programs in Public Secondary Schools in the Bicol Region as a Basis for a Training Design

Jerome Morada, Cabangan High School Legazpi City

Abstract

INTRODUCTION

In order to properly implement the K to 12 Program, the readiness of science teachers in the secondary level through their mastery of the content, instructional and assessment competencies and availability of facilities must be gauged. With the recommendations brought forth in this study, the findings can be adapted for training design.

METHODS

This study used the descriptive-inferential correlated methods of research. The descriptive method, such as frequency count, rank order, weighted mean, and percentages, was used to describe the profiles of the respondents, level of readiness, problems encountered, and possible solutions. The inferential method was used to test the signed agreement on the level of readiness among the science teachers and the identified problems and the perceived solution.

RESULTS

The respondents from small and large schools were ready in their entire competency domain. Medium schools were much ready in the knowledge and both ready in the skills and understanding level. The topmost instructional competencies of the science teachers were the creation of situations that encourage learners to higher order thinking skills through the use of the local language; linking current content with past and future lessons; and the alignment of the lessons objectives, teaching methods, learning activities, and instructional materials. The highest assessment competencies in three types of schools were: kept accurate records of grades of learners and conducted regular meetings with parents. Small schools have some available facilities except for microscopes and chemical reagents. In medium and large schools, facilities were more available.

DISCUSSIONS

The training design was formulated based on the findings of the study to enhance the knowledge, skills, and understanding of the science teachers resulting to an improved performance which will spell a high achievement level of the learners.

Level of readiness of Science Teachers in the public secondary schools in the Bicol Region in terms of the mastery of the content in their knowledge, skills, and understanding level was merely ready. However, their instructional competencies were much competent. Also, assessment competence of teachers in large and medium schools was much competent while in small schools were only competent. Public Secondary Schools had available facilities for the implementation of K to 12 but were deemed insufficient.

KEYWORDS: Readiness of Science Teachers, K to 12, Training Design

SUBMISSION ID: R005-LEGAZP-0008

"Sakay Tungo sa Tagumpay" (ST2) Intervention: Its Impact on the Educational Outcome of Selected Grade 8 4Ps Recipients

Nelson Maganyan, MAELT-9units

Abstract

INTRODUCTION

Learning is a process of acquiring knowledge or skill in formal education or through the valuable experiences of others. It is also a progression of filling the space of a hungry brain. This meaningful practice serves as a craft of specific individuals in achieving their dreams and desires in life. In the Cabacungan National High school, the Grade 8 Weiss class has 35 students that are 4Ps recipients, 15 of whom live in Sitio Sabang and Sitio Maapod. These students also exhibit poor academic performance because of their homes' geographical distance to the school.

METHODS

The study undertakes data collection procedures of respondents from the First Quarter and Third Quarter. Statistical analysis was applied throughout the samples to determine the significant effect of the respondents to the said 4P's program. It also utilized a purposive sampling procedure in analyzing and reporting the gathered data of 15 Grade 8 selected students using t-test sampling analysis and its correlation.

RESULTS

The result showed the increased performance of the respondents in Sitio Sabang and Sitio Maapod from first quarter to the third quarter because of the implementation of the 4Ps program. The correlation coefficient shows a leaning towards the strong relationship between the first quarter and third quarter. The result showed that the given null hypothesis is rejected, which means a significant relationship between the first quarter and third quarter. The positive value of the correlation coefficient shows a positive response of the respondents but low correlation or less evident because of the learning capacity of the students or other factors.

DISCUSSIONS

Performance of the respondents from the first quarter to third quarter shows an improvement of their interest coming to school early because of the strict implementation of the attendance. The study shows that there is a significant difference between the academic performances of selected Grade 8 students from the first quarter to third quarter upon the implementation of the CCT Program. When it comes to the validity of the results, the correlation coefficients applied throughout the samples which result to less correlation of 0.8497 for Sitio Maapod and 0.9324 for Sitio Sabang, which shows a positive response of the CCT Program of 4Ps. The use of t-test sampling analysis provides information on the significant relationship between the academic performances of the respondents.

KEYWORDS: 4P's, CCT Program, Learning, Academic Performance

SUBMISSION ID: R013-SURSUR-0279

"Teach Me the Numbers 1 to 20": An Approach to Address the Difficulty of Reading and Writing Numbers in Grade 1 Mathematics

Rachel Bucalon, Department of Education

Abstract

INTRODUCTION

This study would like to determine the performance of Grade 1 Bucalon pupils of Simeon Natalia Azarcon Memorial Elementary School in utilizing "Teach Me from 1 to 20 Approach" to address those with the least academic competency in the First Quarter. Pupils who had the least academic competency were chosen as the respondents of the study. They were then assisted by good-performing Grade 2 pupils in writing, reading aloud, and making sense of numbers from 1 to 20.

METHODS

The application of intervention was made in a multi-grade type classroom of Grade 1 and 2 Bucalon. Purposive sampling was used in this study. Four (4) out of 10 Grade 1 Bucalon pupils were picked as respondents based on the result of the First Quarter Examination since they need immediate intervention. Good performing Grade 2 pupils were selected as pupil assistants. The study was designed by using localized instructional materials such as sticks, stones, and the like. Manipulative learning materials and tracing number worksheets were tools used in dealing the identified least learned competency.

RESULTS

It was found out after the First Quarter Examination that the following four (4) pupils fall under "Failed" Performance Level attaining a percentage below 45%. One pupil claimed Speech Impaired as his reason in his difficulty, one pupil is due to Absenteeism, and the other two pupils have difficulty in reading and writing numbers 1 to 20 because of Classroom Environment. After the intervention was applied, 2 of them performed under the Very Satisfactory level, and the other two performed at the Outstanding level during the post-test. The findings of the study revealed that there is a percentage increase in the performance of the pupils from pretest to post-test. The result suggests that there is equity with regards to the effectiveness of using the "Teach Me from 1 to 20 Approach" as a pedagogical strategy or intervention in teaching numbers more than 20.

DISCUSSIONS

The result of the study is supported by Fuchs, Douglas's Theory (1996) et al., that Peer-Assisted Learning Strategies can make the classrooms more responsive to diversity. It provides higher opportunities in skills improvement and further comprehends number sense better. Pupils are given enough time to learn with assistance.

KEYWORDS: Teach Me from 1 to 20, Pre-test, Post-test, Least Learned Competency, Peer-Assisted Learning

SUBMISSION ID: R013-SURSUR-0256

"Tell Me a Story and I Understand": A Reading Intervention to Enhance the Reading Comprehension of Grade 4 Pupils at Julian D. Luna Elementary School

Raquel Agno, SDO Batangas-Julian D. Luna ES

Abstract

INTRODUCTION

Poor reading performance is one of the various problems that a teacher encountered as she teaches. In the K to 12 Curriculum, children in the fourth grade should not know only how to read correctly but also be able to comprehend the text they are reading. Therefore, any child who cannot perform these skills should be given immediate attention. Additional assistance is needed through research to learn what strategies are most active. This action research aims to determine the effectiveness of a reading plan to enhance the reading comprehension of Grade IV pupils of Julian D. Luna Elementary School. It focuses on how to improve their reading comprehension in order to achieve a 75% increase in the comprehension level by improving their proficiency, vocabulary, and understanding of the reading materials.

METHODS

This descriptive research aims to assess the effectiveness of the dimensional approach in enhancing reading comprehension among pupils. The respondents of the study are all the Grade IV pupils who have poor reading comprehension or those that belong to the frustration level. The researchers used data gathering procedures. The result of PHIL-IRI was the basis of assessing the level of comprehension of the subjects of the study. The Pre-Test Result served as the baseline data of their level of comprehension. After applying the solutions, the researchers conducted the PHIL-IRI Post Test to determine if there is an improvement in the reading comprehension of the subject.

RESULTS

It can be deduced from the table that the obtained difference between the pre-test score and the post-test scores of the pupils' comprehension level is significant, which means that the post-test mean score is significantly higher than the pre-test mean score.

DISCUSSIONS

The results demonstrate that almost half of the Grade IV pupils fell into the frustration level of comprehension based on the PHIL - IRI Oral Reading Pre Test. The project "Give Me A Story, and I Understand" is implemented to address the needs of the pupils in enhancing reading comprehension. The Post Test in PHIL - IRI revealed that after implementing the project, there was an increase in the level of their reading performance. Since the project "Give Me A Story and I Understand" uses the five-dimensional approach, Think to Pair Share Strategy and use graphic organizers in reading had been found to be useful in teaching reading.

KEYWORDS: Intervention, Comprehension, Reading Performance, Word Recognition, Frustration

SUBMISSION ID: R04A-BATANP-0968

"The Use of Star Stamp as a Reward System to Improve the Academic Performance of Selected Grade 1 Pupils of Aguado Elementary School-Annex. S.Y. 2018-2019 "

Elizabeth Besera, Author & Cristina Silao, Co-Author

Abstract

INTRODUCTION

Motivating pupils and students is the biggest achievement that highly touches the heart of being a professional teacher. Poor performance in every pupil is often attributed to a lack of motivation. Teachers must have an intellectual in handling their pupils in managing their knowledge, skills, and behavior. Giving rewards is the first attempt to encourage motivation in pupils.

The researchers conducted this study as an initial action for the effectivity of using the star stamp as a reward in improving the academic performance of selected pupils in Grade 1 in Aguado Elementary School-Annex

METHODS

This study utilized a quasi-experimental method using controlled and uncontrolled group. During the second grading, the selected 30 pupils were in below average or poor performance based on their general average. After three months of experimenting and using the “star stamp as a reward system” to those selected pupils as respondents, the researchers used mean and standard deviation as a tool basis for the improvement of their academic performance in the third grading period.

RESULTS

The outcome of the tool used by the researchers showed that out of 30 selected pupils, 27 of them basically improved in their academic performance in the third grading period. It explains that using the “star stamp as a reward system” was effective and helped enhanced their interest to learn.

DISCUSSIONS

Based on the study conducted by the researchers, the “star stamp as a reward system” is effective in Aguado Elementary School- Annex. The system showed a positive reinforcement on the individual, making them more eager to learn. Hence, with this academic improvement proven, the researchers highly suggest and recommend teachers to be creative and constant in giving a reward specifically at the primary level as part of their teaching-learning processes.

KEYWORDS: Reward System, Academic Performance, Academic Achievement, star stamp, positive reinforcement, quasi-experimental method, standard deviation, effectivity, improvement, motivation

SUBMISSION ID: R04A-CAVITP-0494

The Effectiveness of the K Reading Program in Enhancing the Reading Comprehension of Grade 4 Pupils in Agustin Abadilla Elementary School

Christian Elane, Nilda S. Convento, & Angeline C. Cruz, Department Of Education

Abstract

INTRODUCTION

Based on the results of the Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test conducted last July 2018, out of 253 grade four pupils who took the reading comprehension test, 52 of them failed and fell under frustration level. The K-Reading Program is designed to build critical reading skills that will help your child develop a lifelong love of reading and a solid foundation for academic success. It cultivates the reading skills that can create a lifetime of academic advantages. For this reason, it is crucial to study the effectiveness of K-Reading Program in improving the reading comprehension of grade four pupils of Agustin Abadilla Elementary School to lessen the difficulties of students regarding their reading ability.

METHODS

This study was centered on the effectiveness of K-Reading Program as a strategy in improving the reading comprehension of grade four pupils of Agustin Abadilla Elementary School using Pre-Experimental utilizing the one-group, pretest-posttest, design.

RESULTS

The pretest result shows that the minimum score of the participants is 1, the maximum score is 3, the mean is 1.90, and the standard deviation is .738, which shows that the participants have an abysmal performance during the pretest. The post-test result shows that the minimum score of the participants is 8, the maximum score is 10, the mean is 9.500, and the standard deviation is .70711, which shows that the participants have improved performance during post-test. The paired samples test result shows that the degrees of freedom are 9, t - value is 19.000, and significant value is .000. The data shows that there is a significant difference between the pretest and post-test results of the participants after the adaptation of the K Reading Program.

DISCUSSIONS

This research identified that the results of the study provided an understanding of the effectiveness of K Reading program in enhancing the reading comprehension of grade four pupils in Agustin Abadilla Elementary School. In general, the findings suggest that the modification in the teaching-learning process, strategies, and materials with the use of K Reading Program in treatment group profoundly affected and enhanced the reading comprehension problem of the pupils.

KEYWORDS: K North America (2018) K Reading Program. Retrieved from <https://www.k.com/reading-program>

SUBMISSION ID: R04A-CAVITP-1435/R04A-CAVITP-1447

"The Effectiveness of K Reading Program in Enhancing the Reading Comprehension of Grade 4 Pupils Inagustin Abadilla Elementary School"

Christian Elane, Nilda S. Convento, & Angeline C. Cruz, Department of Education

Abstract

INTRODUCTION

Based on the result of Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test that was conducted last July 2018, out of 253 Grade 4 pupils who took the reading comprehension test, 52 of them failed and fell under frustration level.

The K Reading Program is designed to build critical reading skills that will help your child develop a lifelong love for reading and a solid foundation for academic success. It cultivates the reading skills that can create a lifetime of academic advantages.

For this reason, it is crucial to study the effectiveness of K reading program in improving reading comprehension of Grade 4 pupils of Agustin Abadilla Elementary School to lessen the difficulties of students regarding their reading ability.

METHODS

This study was centered on the effectiveness of K - Reading Program as a strategy in improving the reading comprehension of Grade 4 pupils of Agustin Abadilla Elementary School using Pre-Experimental utilizing the one-group, pre-test-post-test design.

RESULTS

The pre-test result shows that the minimum score of the participants is 1, the maximum score is 3, mean is 1.90 and the standard deviation is .738. This shows that the participants have a very poor performance during the pre-test

The post-test result shows that the minimum score of the participants is 8, the maximum score is 10, the mean is 9.5000 and the standard deviation is .70711. This shows that the participants have improved performance during post-test

The paired samples test result shows that the degrees of freedom is 9, t - value is -19.000 and significant value is .000. The data shows that there is significant difference on the pre-test and post-test results of the participants after the adaptation of the K Reading Program

DISCUSSIONS

This research identified that the results of the study provided an understanding of the effectiveness of K Reading program in enhancing the reading comprehension of Grade 4 pupils in Agustin Abadilla Elementary School. In general, the findings suggest that the modification in the teaching-learning process, strategies, and materials with the use of K Reading Program in treatment group highly affected and enhanced the reading comprehension problem of the pupils.

KEYWORDS: K North America (2018) K Reading Program. Retrieved from <https://www.k.com/reading-program>

SUBMISSION ID: R04A-CAVITP-1435/R04A-CAVITP-1447

The Effects of K-12 Teaching Strategies of Elementary Teachers and Best Practices in Tagaytay City

Aprilyn Tolentino, Department of Education Cavite/ Dapdap Elementary School & Mark Lester Javier, Department of Education Cavite/ Tagaytay City National High School

Abstract

INTRODUCTION

Education is currently under the watchful eye of the public. A large portion of the nation's tax revenue is spent on educational facilities, equipment, materials, and instruction. One way a school system can begin to improve teaching is to evaluate their mode of instruction effectively. Most school administrators assess teaching in some or another. Teachers may be evaluated by student achievements, student evaluations, or administrators' appraisals. Is it more essential to possess skills or have acquired specific knowledge? Are they worth teachers measured by how they perform in the classroom? In other words, do teachers achieve results? Teachers are asked not only to present information, but to help students grow in creativity, curiosity, social adjustment, problem-solving, and responsibility; teachers are also asked to help students develop a right attitude toward classmates and their school. The accomplishment of these goals has a higher chance if teachers have the right competencies and performance.

METHODS

The respondents of the study were 60 teachers of selected elementary teachers in Tagaytay City, and the sample was chosen using Sampling Technique. Descriptive statistics were used to analyze and interpret the data gathered, such as percentages, averages, and weighted means. The weighted means were used to describe the perceptions of the Respondents while the F-test was used to test the null hypothesis of the study. The 0.05 (5%) level of significance was used as a reference in accepting or rejecting the null hypothesis.

RESULTS

The teacher's profile varies in ages with more frequency on the 30-39 years old, female, married, graduates of four-year bachelor's degree, with master units, with 11 to 20 years of teaching experience, and with a very satisfactory rating for the school year 2018-2019. Age, sex, civil status, and length of service had no significant relationship to teachers' competencies except educational attainment and performance rating. Lastly, age and performance rating had a significant relationship with performances while sex, civil status, educational attainment, and length of teaching experience had no significant relation to leadership.

DISCUSSIONS

The findings of the study may guide the teachers in planning training needs and activities in the school in the district to enhance the teachers' competencies, leadership, and instructional management skills, thus continuously improve teaching performance.

KEYWORDS: teacher, k-12, strategies, competency, school, elementary teachers

SUBMISSION ID: R04A-CAVTP-0792

"The Extent of Preparedness of Selected Pre-Service Teachers in the Utilization and Preparation of Instructional Materials"

Minariza Gillaco, Department of Education - Calamba City

Abstract

INTRODUCTION

The Researcher, being a former Acting Program Director of the Arts and Sciences and Teacher Education of the City College of Calamba, a local college, intended to find out the performance of pre-service teachers in their practice teaching course, precisely, in utilizing and preparing instructional materials during the academic year 2016-2017. It determined the self-assessed extent of preparedness in utilization and preparation of instructional materials. Individually, the extent of preparedness was measured in terms of their knowledge, skills, and attitude. There is a correlation between pre-service performance and the assessment of instructional materials during their practice teaching.

METHODS

The researcher used descriptive method through a validated self-made 30-item questionnaire which is made up of three parts, i.e., knowledge, skills, and attitude each with ten indicators to measure the preparedness of the pre-service teachers in utilizing and preparing instructional materials.

RESULTS

As a result, the researcher found out that the perception of the pre-service teachers in their preparedness in utilizing and preparing instructional materials does not have any significant relationship to the grade given to them by their cooperating teacher during their practice teaching.

DISCUSSIONS

In conclusion, there is still a need to provide intervention for the preparation of instructional materials. Furthermore, the researcher recommends an action plan wherein the pre-service teachers could further increase their competence and develop their skills and attitudes on dealing with instructional materials, continuously put into practice the indicators of the preparedness of pre-service teachers.

KEYWORDS: preparedness, instructional materials, pre-service teachers, practice teaching

SUBMISSION ID: R04A-CALAMB-0398

"Tulong Mo, Pagbasa Ko"

Maribel Richelle Bayot, Department of Education - Cavite

Abstract

INTRODUCTION

"Tulong Mo Pagbasa Ko" is a school-community partnership which provides learner support for the improvement of learning. Volunteer parents are involved in the reading sessions of Grade II non-reader pupils. The teacher provides reading materials. In SY 2016, 36 out of 82 Grade 2 pupils were identified non-readers level based on the results of the Phil. IRI administered on June 2016. The goal is to decrease the number of the identified non-readers from 36 to at most 18 (50%) pupils by the end of February 2016. The 36 pupils' non-readers at the core of Project "Tulong Mo Pagbasa Ko".

METHODS

Methods and strategies used were divided into three milestones: Milestone 1 with four (4) action steps namely: meeting with the grade II teacher, conduct the mid-year oral reading test (Dec. 5, 2016), profiling of pupils, preparation of school memorandum, training matrix. Milestone 2 with five (5) action steps: planning and organization of project team, preparations of materials and strategies required, validation of SIM, training of parent volunteer, teacher-parents' orientation, and scheduling. Milestone 3 with four (4) action steps, namely: launching of the project, project implementation, monitoring and evaluation, post-assessment of the project.

RESULTS

The findings revealed that Project "Tulong Mo Pagbasa Ko" has done remarkable development on non-reader pupils. It also suggests that pupils preferred to read with assistance other than their teachers, and they may benefit from additional support in reading at home. 1. Timalan Elementary School has achieved zero non-readers in Grade Two. 2. "Tulong Mo, Pagbasa Ko" is a feasible method of increasing pupils' reading proficiency and can be delivered by trained volunteers 3. The partnership between the school and the community was enhanced.

DISCUSSIONS

Educators must provide opportunities for pupils to experience reading as a rewarding and useful endeavor. A project such as "Tulong Mo Pagbasa Ko" provide pupils time, space, most importantly, mentoring for personal reading. The proponent details the impact parent-teacher mentoring had on pupils' reading attitudes and habits. Therefore, the project "Tulong Mo Pagbasa Ko" should be sustained.

KEYWORDS: non-reader, parent volunteer, milestone

SUBMISSION ID: R04A-CAVITP-0485

The Utilization of the Play-Based Instructional Materials in Developing the Readiness Skills of the Kindergarten Pupils"

Michelle Salcedo, Department Of Education

Abstract

INTRODUCTION

This study determined the utilization of the play-based instructional materials in developing the readiness skills of the kindergarten pupils in Bato District, Division of Camarines Sur. It also looked into the play-based instructional materials used by the kindergarten teachers in developing the pupils' readiness skills; the extent of the play-based instructional materials which develop the pupils' readiness skills; the constraints encountered by the respondents in developing the pupils' reading readiness skills, and the recommended solutions to address these constraints.

METHODS

This study applied the descriptive-correlational method of research with documentary analysis. The kindergarten teachers answered the researcher-made questionnaire. Frequency count, percentage, rank, proficiency level, weighted mean, Kendall Coefficient of Concordance W, and chi-square (χ^2) were used to treat the data statistically. Significance level was set at 0.05.

RESULTS

The kindergarten teachers "Almost Always Utilized" the play-based instructional materials in developing the pupils' readiness skills. The play-based instructional materials utilized by the teachers are considered "Very Effective" in developing the skills of the kindergarten pupils in the different domains, namely, social skills, motor skills, Language Skills, Reading Skills, and Writing Skills. The kindergarten teachers encountered constraints in developing the pupils' skills. Some of these are pupils' social adjustment, lack of Instructional Materials, and transition activities for parents and pupils.

DISCUSSIONS

There is a need to assess kindergarten pupils' readiness. Encourage the teachers to use indigenous instructional materials or locally produced or parent-made toys and play equipment. The use of play-based instructional materials is recommended to facilitate the learning process and develop the skills of the pupils. Teachers should find ways in motivating the pupils to become active learners and Conduct various activities to develop social and emotional skills of the pupils. Tap parents' support to help the pupils improve their school performance. Moreover, lastly, consider the pointers for a more improve play-based instruction.

KEYWORDS: utilization, play-based, reading readiness

SUBMISSION ID: R005-CAMSUR-0120

The Utilization of Instructional Materials and Technical Skills Performance of Grade 12 Students in Cultivating Agricultural Crops

Aileen Abante

Abstract

INTRODUCTION

Instructional material is one of the factors that contribute to the learning of the students. In the K-12 curriculum, it plays a vital role in developing the knowledge, skills, and attitude (KSA) of the students. In the area of technical Vocational Livelihood Education, it is a must to have the complete instructional materials for the students to be well skilled. Without it, learning is impossible to achieve.

According to Agustin (2017), students must be given appropriate motivation and well prepared instructional to rob their attention in real work of education. Utilization of authentic instructional materials in teaching is recommended to enhance teaching-learning process.

The learning of the students relies on the instructional materials given. In TVL track, the performance has a higher percentage compared to written and quarterly examination when it comes to the grading system. The teacher must have appropriate, complete, functional, and available instructional materials to be used in every competency. If the stakeholders want the students to be well skilled, there should have sufficient and appropriate instructional materials.

METHODS

The researcher used the descriptive method of research. The main objective is to the perception of the respondents on the utilization of instructional materials on the related factors.

RESULTS

The results showed that student under the strand of Technical Vocational Livelihood Education under the strand of Agricultural Crops Production must have a standardized competency-based learning module which is very functional to all students when using instructional materials. The students under the strand Technology Vocational and Livelihood Education need assistance and improvement in terms of using tools and equipment. With this result, there is no significant relationship between the utilization of instructional materials related factors and the technical skills performance of Grade-12 students.

DISCUSSIONS

Based on the results presented, this study suggests that the students under the TVL strand must be given practical and functional instructional materials to support their technical skills performance on the said subject.

KEYWORDS: utilization, technical, Technical Vocational and Livelihood Education, Agricultural Crops Production, authentic, performance

SUBMISSION ID: R04A-BATANP-1266

**“Translate me Activity’ to Develop the English Sentence Constructions
of Grade 9 Students of Aksam Integrated School”**

Jennifer C. Francis, Teacher

Abstract

INTRODUCTION

English teachers have tried different strategies to address the poor English sentence constructions of their students; however, there seems to be a factor why students still write inadequate English sentences. Constructing correct English sentences is a great help to the students when applying for a job or in conversing with other people who speak in English. In this study, the researcher explored the different — causes of the students' poor English sentence constructions based on an interview transcript. Moreover, the researcher also gave an innovation to address hindering factors to students' poor English sentence constructions.

METHODS

Purposive sampling was used since students who need the intervention were selected. Analysis of who were the respondents to be selected was done based on the causes that emerged during the data triangulation. Twenty-two students in Grade 9 - Curie were identified to be the respondents. These students answered the same cause for writing English sentences poorly. An intervention “Translate Me Activity’ was employed. 2 sources of data were used to generate whether the said activity is sufficient; the nO. of correct answers of the students during the pre-test and during the post-test after the intervention activity.

RESULTS

Grade 9 - Curie students gave different reasons for writing poor English sentence constructions. According to the survey answered by these students, it was found out leading cause why they construct English sentences poorly is the Language Transfer. 22 Gr. 9 students answered that they find it challenging to transfer their first language to English, which was followed by other factors, namely lack of vocabulary, for just getting good grades, and no motivation to write, respectively. After the intervention, results showed that there was a significant difference between The students' pre-test and post-test scores. Based on the findings, there is an improvement in the students' sentence constructions. Being not able to transfer the students' first language correctly to English can hamper them in constructing even simple sentences.

DISCUSSIONS

In this case, students must be given practice regularly as to transferring their first language to the English language. It is better to give them sentences to be translated daily before formal class discussions start. Teachers should not translate English sentences to their first language (example: instructions/directions) during exams so that students will be practiced in understanding and writing correct English sentence constructions.

KEYWORDS: Translate, Sentence construction

SUBMISSION ID: R013-SURSUR-0080

**"Hu-Science mo sa Laro" , Best Practice to Enhanced the Performance
of Grade Three Pupils in Science at Bulihan Elementary School,
Nasugbu, Batangas**

Rea Pesigan, Batangas Researchers Association For Value-Driven Education
(Adviser: Rea Pesigan)

Abstract

INTRODUCTION

Gaming can create a dynamic that can inspire learners to develop skills and competencies as they focus on the activities of the game. It supported to a teacher when students are not actively engaged in the learning process. The researchers intended that games can help in learning because pupils are more motivated, engaged, and can achieve more in games than in the real world.

METHODS

The descriptive method of research was used by the researchers, which made use of the checklist in gathering necessary information. The respondents of this study were eighty-eight (88) Grade III pupils of Bulihan Elementary School. A checklist was provided in order to acquire essential information for the study. The Grade III pupils of Bulihan Elementary School were asked to answer the checklist. The survey checklist was distributed to the respondents to answer. The information gathered will be calculated, arrange, evaluated, and interpreted to have a conclusion and recommendation.

RESULTS

The research presents the gender of the respondents. The respondents are male with a frequency of 40 or 45.45 % percent. The female respondents are 48 or 54.55% percent, which means that there are more female respondents than male pupils in both sections of Grade III class. The "Hu-Science mo a Laro" provide more engagement for the learner in the Science subject. It also assesses the appropriate knowledge, skills, and ability of 21st-century learners. It challenges the capacity of the learners to learn more in the subject, especially in Science. It combines motivation, engagement, adaptively, simulation, and collaboration of the learners in the class discussion. Hu-Science mo sa Laro prioritize how games can best be used for learning. Moreover, there is 0 percentage of "Hu-Science mo sa Laro" that has nothing to do with the pupils to engaged and does not help to improve the capacity to learn of the pupils.

DISCUSSIONS

Students may design a game in such a way that they are relevant, clear, and user-friendly for both mentors and students. Teachers may give proper time allotment in evaluating student performances through games. Teachers may plan to have a conference with the parents to discuss the uses of games and how it will help utilizes the learned thing of the students. Schools must continue to develop various healthy ways of making the pupils a learned individual.

KEYWORDS: dynamics, engagement, knowledge, gaming

SUBMISSION ID: R04A-BATANP-2276

"Activity Mo, Kaya Ko" : Strategy in Developing Fine Motor Skills of Kindergarten Pupils

Renabeth S. Martinez, Teacher

(Adviser: Jomel Montero)

Abstract

INTRODUCTION

This study was designed to improve the excellent motor skills of the identified kindergarten pupils through the innovation by the researcher of Patong Elementary School. Incorporating into the curriculum motor activities; localized and personalized materials like corn, lacing drinking straw, sand, stone sorting, beans and personalized activities (KG primary dots font style) these were done ten minutes daily after the class. Play-based activities are developmentally appropriate on the age level of pupils.

METHODS

Data collected through descriptive evaluative and non- experimental method. "Activity Mo, Kaya Ko" a strategy was used to ten identified pupils with poor excellent motor skills out of forty Kindergarten Pupils of Patong Elementary School. The pre-assessment scaled scores were obtained during the conduct of the ECCD Checklist upon the start of the learning intervention from October to December 2017.

RESULTS

The pre-assessment results revealed that pupils in Fine Motor Skills were Re-Test. This implied that the ten pupils had poor excellent motor skills and not legible in handwriting skills. After the intervention, the second administration scores were improved, nine out ten were "average," and one is suggested for "re-test."

DISCUSSIONS

Based on the results, Activity Mo, Kaya Ko Strategy being implemented helped to improve the excellent motor skills of the kindergarten pupils. Thus, it needs to sustain the strategy for the next grade level to have sustainable development and to avoid repetition of the problem encountered.

KEYWORDS: Activity Mo, Kaya Ko, Developing Fine Motor Skills, Kindergarten Pupils

SUBMISSION ID: R013-SURSUR-0202

**"Annyeong Haseyo, Anong Nangyari Sayo?" : Korean Wave
Adaptation and Its Effects to the Cultural Behavior of the students of
Placido T. Amo Senior High School, School Year 2018-2019**

Joan Faith Mariñas

Abstract

INTRODUCTION

Cultural behavior refers to the behavior created by the influence of other cultures or other countries. Directly it pertains on how people show their culture in their everyday life. Korean Wave or in another term, Korean Hallyu is the rise of Korean Culture in different countries in Asia, wherein it became widespread in the Philippines. Despite these increasingly widespread of Korean Wave in the Philippines, there has been a little study which attempted to understand the K-pop fandom among the Filipinos, especially the students. It was defined as the culture and tradition of the Korean people. Students became an enormous enthusiast. In this study explored how Korean culture affects their cultural behavior.

METHODS

A descriptive quantitative method was used in this study. It was conducted at Placido T. Amo Senior High School. The study utilized a purposive sampling method which used 63 students who were a K-pop enthusiast. Statistical Treatment is also present in the study wherein weighted mean is used.

RESULTS

The standard practices which the students usually do in adapting the Korean culture are watching K-Drama and being a fan of Korean Stars which become a considerable aspect in terms of their Cultural Behavior wherein they tend to watch K-Drama rather than Filipino Drama. However, the Korean Wave clearly shows that Filipinos forgot their own culture "• Filipino Culture. A symposium and workshop is proposed for the students may have an idea of how being a fan disregarded the patriotism of being a Filipino. Moreover, they will know how to balance the two. Conducting a symposium and workshop can help the students to broaden their knowledge about Filipino culture further also the Korean culture and how it affects their personality and behavior as an individual.

DISCUSSIONS

The study shows how Korean Wave affects the cultural behavior of the students. Students should know their limit as a K-pop enthusiast since they should know how to balance their fandom and being a Filipino. The researchers strongly recommend conducting a symposium and workshop for the students to realize the importance of loving and preserving Filipino Culture. This program is a great avenue not just to the students but to all the Filipinos who almost forgot the values and unique cultures of the Filipinos.

KEYWORDS: Korean Wave, Cultural Behavior, Adaptation

SUBMISSION ID: R04A-BATANP-0649

Assessment Practices, Classroom Performance and Study Habits in English of the Grade Seven Students of Bulacnin Integrated National High School

Michael Maglinao, Department of Education

Abstract

INTRODUCTION

The implementation of K-12 curriculum has conveyed outstanding influence on the theories and principles of teaching and learning; it brought about a movement in assessment models from measuring the quantity of learning to improve learning which focused on more contextualized, frank, performance-based as well as authentic assessment. Furthermore, it becomes a teacher's and government's concern on how students' performance and study habits, specifically in English, can be enhanced through quality classroom assessment practices.

As a High School teacher, the proponent understands the implication of classroom assessment practices to the improvement of students' study habits and performance.

It is in this regard that the researcher tried to offer a solution to the problem mentioned above by examining the classroom assessment practices, study habits and performance of the grade seven students in the Bulacnin Integrated National High for SY 2017-2018. The result of this study will be the basis for making an action plan for the coming school year.

METHODS

This study used random sampling. The respondents from the grade seven students of Bulacnin were randomly selected. A researcher's made questionnaire was the primary data gathering instrument. It was formulated in the form of a checklist to make the respondents' filling up the questionnaire items faster and convenient.

The primary data gathered from the respondents' assessment of the administered questionnaire were tallied, organized, and interpreted through the use of the most appropriate statistical procedures.

RESULTS

Based on the results, the teacher moderately utilized the classroom assessment practices (methods of assessments, methods of providing feedback to the students, and the use of assessment information generated from the assessment as assessed by the students from Bulacnin Integrated National High School.

Teachers must design an action plan that would enhance their expertise and confidence In making instructional adjustments in response to student's assessment data.

DISCUSSIONS

Based on the results of the study, the classroom assessment practices significantly moderated the relationship between study habits and performance of the students in English. The result of this study indicates that there is a directional and robust relationship between the MPS of the students in the periodical test and the study habits they displayed or demonstrated.

KEYWORDS: Assessment Practices, Classroom Performance, Study Habits

SUBMISSION ID: R04A-LIPAC1-0111

"ATTACH ME": A Strategy to Develop the Buttoning Competency of Kindergarten Pupils Using Parent-Made Material

Renabeth M. Martinez, Teacher 1

Abstract

INTRODUCTION

Being able to get dressed is a fundamental component of participation in daily life. Children age 4 to 5 are expected to be able to dress themselves with buttons and zips. As early as their age, children should be developed independently. An innovation called "ATTACH ME" was designed, which uses parent-made manipulative material (dress attached in a frame with different types of buttons). The innovation develops the children's focus and concentration, as well as hand-eye coordination and motor skills as they learn to attach the buttons. They will master a valuable life skill, and it will become one of many in their movement toward independence.

METHODS

This action research used descriptive-evaluative research design. Data were provided on the assessment period of kindergarten pupils using Early Childhood Care and Development (ECCD) Checklist in assessing their performance. After the accurate, informative data gathering and procedures, data collected were organized, analyzed, and correctly interpreted.

RESULTS

The significant comparative difference of the performance level in buttoning competency of kindergarten pupils before and after the intervention revealed from 16 out of 38 Kindergarten pupils (58%) on June it increased to 100% on September 2018.

DISCUSSIONS

Based on the result of the data analysis, the use of "ATTACH ME" was an effective intervention in developing pupils' buttoning competency. It showed a positive effect on pupil's daily activity upon the implementation of the strategy.

KEYWORDS: attach, strategy, develop, buttoning competency, kindergarten pupils

SUBMISSION ID: R013-SURSUR-0319

**"Attendance mo, Iaaward ko" : Strategy to Increase Grade VI pupils
Attendance during Flag Ceremony**

Laurin Cris B. Penpeña, Teacher

(Adviser: Jomel Montero)

Abstract

INTRODUCTION

In Patong Elementary School, flag ceremonies were observed daily from Mondays to Fridays, because the school believed that the daily practice of flag ceremony is beneficial to school children specifically to elevate pupils' discipline and sense of patriotism. The school also has its best practice in the conduct of flag ceremonies, that is, to record the attendance of the pupils who attended the ceremonies through the effort of the Supreme Pupil Government (SPG). Its main goal is to identify whose grade level/s has the most number of attendees which subject to incentives.

METHODS

The researcher employed a descriptive-evaluative research design. The research aims to provide data behavior of Grade VI pupils as to their attendance during flag ceremony based on the attendance record by the SPG Officers. After the accurate, informative data gathering and procedures, data collected were organized, analyzed, and correctly interpreted.

RESULTS

There is an increased in the average daily attendance of Grade VI pupils during flag ceremony after introducing the "Attendance Mo, Iaaward Ko" strategy, from 21 out of 28 Grade VI pupils on August to 93% or 26 out of 28 Grade VI pupils on December.

DISCUSSIONS

The strategy "Attendance Mo, Iaaward Ko" being employed by the researcher helped to increase the attendance of Grade VI pupils during the flag ceremony. The researcher encourages teacher who experienced the same problem, to employ the same innovation.

KEYWORDS: Attendance Mo, Iaaward Ko, Increase Attendance, Flag Ceremony

SUBMISSION ID: R013-SURSUR-0211

Attitudes and Learning Style of Grade 8 English Students in the District of Taysan

Maria Katherine Caringal, Padre Garcia National High School Batangas
Province

Abstract

INTRODUCTION

Education is essential for everyone; it is the level of education that helps people earn respect and recognition. With education, people gain knowledge and enlarge their view of the world. Thus, attitudes and learning style of an individual had a significant impact on the way he learns. In this study, the researcher witnessed how great these factors influenced the learning process - the students' attitudes toward English, how they learned English, and use of the learning styles in the subject.

METHODS

The research design was descriptive with the use of a researcher-constructed questionnaire as a data gathering instrument. Respondents were 176 Grade 8 students from Junior High of Secondary Public Schools in the District of Taysan selected through stratified proportionate random sampling. Statistical tools were frequency, weighted mean, and Pearson r.

RESULTS

Most of the students had a grade of 81-85 while a closer number of 35 or 19.89 had a grade of 75-80 while the lowest grade was 60-64. The students had grades running from 81-85, indicating average performance. Results show that the highest mean was 4.72, indicating substantial agreement that student's knowledge in English gives them the confidence to communicate with other individuals and that they accept English positively. Aural/Visual: Most of the respondents indicated that to a very great extent, student listened attentively to language lessons. Analytical/ Global: Student-respondents prepared sequence of ideas before a writing activity showing how systematic they are. Physical/Verbal/Linguistic: They were assessed that they learned better reading and writing in their school activities.

DISCUSSIONS

The results demonstrate that the students are found to have average performance in their English 8 and had positive attitudes towards English as it will facilitate communication with other professionals, enhance the opportunity to get employed and make it easier when taking examinations. The visual and aural learning styles had great use of extent as they find these to be important to understand better English as well as the other subjects conducted this language.

KEYWORDS: attitudes

SUBMISSION ID: R04A-BATANP-0215

"BIG BRO AND BIG SIS (BBBS) PROJECT:" Its Implication to the Reading Performance of Primary Grade Pupils

Yolanda Legaspi, Department Of Education, Philippines

Abstract

INTRODUCTION

This study was conducted to determine the implication of Project Big Bro and Big Sis to the reading performance of primary grade pupils. Varied reading strategies and interventions were developed and implemented to decline the issue of low level in the reading comprehension among learners.

METHODS

Purposive sampling was used where only struggling readers were chosen as participants based on the quantitative data gathered from the pre-test results of Phil-IRI of primary grade pupils. Upon the implementation of BBBS Project, the post-test results were collated. The frequency and percentage score was used to get the reading level of pupils and t-test for dependent groups in determining if there exists a significant difference between the pre-test and post-test results.

RESULTS

There is a significant difference between the reading proficiency level of the respondents, as shown on the computed pre-test and post-test results with t-value of 0.52 and a critical value of 4.303. Therefore, the hypothesis was accepted. From 44.44% of struggling readers, as revealed in the pre-test, only 26.43% of struggling readers remained in the post-test, and 73.57% became instructional and independent readers.

DISCUSSIONS

Given the significant difference between the pre-test and post-test results from PHIL-IRI, it can be deduced that the designed reading project, i.e., BBBS, aids in the enhancement of reading skills, precisely comprehension, among the struggling readers in the primary grade. Thus, the number of instructional and independent readers increased.

Based on the results, it was revealed that from the remaining 26.43% of struggling readers, still there arises a need to investigate and make necessary action plans to remedy the remaining struggling readers.

KEYWORDS: Big Bro, Big Sis, Phil-IRI, frustration, instructional, independent, struggling reader, implication

SUBMISSION ID: R04A-QUEZON-0055

"Visual Learning Approach (Vla) on Pupils' Academic Achievement: An Approach in Teaching English for Grade 5 pupils"

Cristeta Julio, Department of Education - Sta. Cruz Laguna

Abstract

INTRODUCTION

The aim of this research is to identify the effectiveness of Visual Learning Approach for the improvement of the academic achievements of the Grade 5 pupils in English and to determine the effectiveness of the suggested approach in teaching so that this will be the basis of suggesting this particular approach to other teachers.

METHODS

The researcher used an experimental and descriptive survey method. The primary aim of the study was to determine the effectiveness of the teacher's approach to teaching English through Visual Learning Approach to achieve progress in the performance of the Grade 5 pupils. The researcher designed questionnaires conducted observations to teachers and pupils and compared the collected data.

RESULTS

The recorded MPS in English of Grade 5 Pupils turned from 75.25 to 80.50 through Visual Learning Approach compared to the other strategies like teaching demonstrations and discussions; a significant difference between the scores of pupils was seen. There is an improvement in the MPS based on the used approach.

DISCUSSIONS

In this modern day where technology is a great part of our lives, teachers also adapt to using computers in teaching. They are teaching lessons with the use of video presentations, PowerPoints and other computer-related programs, which will be beneficial for both teacher and pupils. Through visual learning approach, pupils are more motivated and interested for they are seeing visual representations of things and concepts of their lessons or topics for the day.

KEYWORDS: Approach, Visual-learning, academic achievement, progress

SUBMISSION ID: R04A-LAGUNA-0244

#READownload Activity to Develop Reading Level of Grade 3 Pupils

Christy Tinambacan & Irene Toring, Public School Teacher 1

Abstract

INTRODUCTION

According to Anne Kel-Artinian and Parisi (2015), "Third grade is often considered the moment in student's life when he makes the transition from 'learning to read' to 'reading to learn'. A make-or-break period for academic success."

In August 2017, Pocto ES conducted its regular reading assessment using Phil-IRI materials from Grade 3 to 6 pupils. School reading coordinators facilitated the activity. After the assessment, it was found that 21.43%, 3 out of 14 pupils, in Grade 3 class has a poor reading level. They were grouped by the reading coordinators and assigned to regular remediation instruction. But this intervention was unsuccessful. That is why this action research was made to bridge the gap of the young poor readers by using technological intervention.

METHODS

Selective-purposive sampling was used. The 3 identified readers were the target of the study as they made numerous miscues in recognizing words. Data was collected through Phil-IRI result. Survey questionnaires were utilized to identify the factors affecting the readers. The result was discussed during triangulation to confirm the primary cause of their problem.

RESULTS

After the Focused Group Discussion, it was found that the identified poor readers were addicted to social media and watching TV at night so they didn't have time to study. A four-week "READownload" intervention was conducted with the identified pupils using computer-aided instructions. This was done through downloaded instructional reading materials (audio, video, etc.) via YouTube and other reliable sites. The intervention was made 30 minutes after class hours. After the intervention was conducted, 2 of the 3 pupils showed improvement and leveled up to instructional readers while 1 reader showed fewer miscues every after the intervention was given. They leveled up from frustration to instructional readers.

DISCUSSIONS

The conduct of this research was timely since technology-based instruction was applied. 21st-century learners gain more knowledge of social-media-based learning. The activity should be at the level of their interest to slowly drive their attention to holistic ideals. This is important to equip their minds to the latest trends of education in the real world. But this requires more time on downloading instructional materials and a little annoyance if there is less Internet connectivity. Parental guidance is critical and needed during the child's exposure to social media.

KEYWORDS: #READownload for Poor Readers Grade 3

SUBMISSION ID: R013-SURSUR-0151

Perceptions of Teachers and Students on the Effects of Collaborative Approaches in Teaching and Learning Araling Panlipunan Subject

Emelia Crescini, Department of Education

Abstract

INTRODUCTION

According to Department of Education Order 31, s. 2012, Policy Guidelines on the Implementation of K to 12 Basic Education Program, the pedagogical approaches are integrative, constructivist, inquiry-based, reflective, and collaborative. Students learn at their own pace in their own learning style. They are empowered to make choices and to become responsible for their own learning in the classroom and for a lifetime.

Collaborative learning was introduced and discussed in secondary schools during the Division In-service Training. But since then there were limited documentation on the efficacy of the said pedagogical approaches. Hence, this action research was conceived.

What are the perceptions of the Grade 7 students and teachers in using collaborative learning approaches in Araling Panlipunan subject? What are the positive and negative impact of collaborative learning from the point of view of the students and the teachers as well? What factors are considered as hindrances of collaborative learning from the point of view of the students and the teachers?

METHODS

Descriptive design was used to find out the perception of the students and teachers on collaborative learning in Araling Panlipunan subject. Random sampling was used to select the respondents. Respondents' responses were summarized to show the positive and negative impact of collaborative learning, and it also showed their common answer with regards to the difficulties or hindrances in using the tool.

RESULTS

The perceptions of the Grade 7 students and teachers affirmed that students and teachers find it enjoyable in sharing ideas, information, and resources during the group activity. Secondly, they both agree that being a good listener improves critical thinking. But some hindrances of collaborative learning are students not ready with the dynamics of the group, lack of time, materials, multimedia facilities, lack of communication skills, and the tendency of the members to rely on their leaders.

DISCUSSIONS

There is clearly a need for more in-depth research on the effect of collaborative learning on the performances of the students since they have affirmed that collaborative learning is enjoyable and uplifting. In the future, teachers in other subjects are also encouraged to find out how collaborative learning has impacted on the students' performance. Since the teachers have already found out that collaborative learning was perceived as an effective tool, they should attend more seminars to adapt and enhance this learning tool.

KEYWORDS: Effects of Collaborative Learning Approaches

SUBMISSION ID: R04A-SANPAB-0099

Improving the Reading Comprehension of Grade 4 Pupils Using Project E-Farco (Eliminating Factors Affecting (Missing Text Here) the Reading Comprehension)

Rubelynda Larano, Victoria District Action Research Association

Abstract

INTRODUCTION

Reading comprehension is considered the real core of the reading process and a big process around which all other processes are centered. This research was conducted to investigate the effectiveness of Project E-Farco to students with low comprehension. It will help pupils realize the significant role of reading as well as reading with comprehension. This study aimed to determine how to improve the reading comprehension of the respondents through the utilization of different strategies. The Project E-Farco strategy can be used to reach effective outcomes and improved level of comprehension for students.

METHODS

This research study used the Pre-Test and Post-Test to 5 Grade 4 pupils to see the result of the effectiveness of the intervention utilized. This was measured by a comparison of pre- and post-intervention reading comprehension tests. In addition, a survey created and designed by the researcher for this study measured the students' enjoyment for reading improved with the use of Project E-Farco.

The descriptive method was used to gather the necessary data from sources of information. It was a method that yielded the description of Improving the Reading Comprehension of Grade IV pupils using project E-FARCO in the School year 2017-2018. The respondents of this action research were composed of five selected Grade 4- Jupiter pupils enrolled in the current year at Tomas Daguisin Elementary School, Brgy San Roque Victoria, Laguna, randomly selected using purposive sampling technique.

RESULTS

There were 33 pupils in Grade 4-Jupiter. After the PHIL-IRI test, 5 were found to be non-readers. It can be reflected that the pupils obtained a lower percentage score in the tests given to them. This clearly means that the pupils reading comprehension skills was really low since they were assessed from the start that they fell under non-reader in the PHIL-IRI results.

DISCUSSIONS

The pupils had shown a great change in the result of the post-test as shown in the data. The five (5) pupils obtained higher percentage scores from 67%, the lowest, to 83%, the highest scores. This goes to show that Project E-FARCO eliminates the factors that hinder pupils from developing their reading comprehension skills.

KEYWORDS: READING COMPREHENSION

SUBMISSION ID: R04A-LAGUNA-0189

The Effect of the FMRP (Fifteen Minutes Reading Program) in the Reading Performance of Grade 7 Students of Bugtongnapulo National High School

Amy Fermalan, Bugtongnapulo NHS

Abstract

INTRODUCTION

In an era where electronic information and different gadgets are at one's fingertips, it is difficult to arouse the interest of the students in reading. Reading is the source of all knowledge. If we would get our students to read 15 minutes a day, we could revolutionize them. The researcher believes that it is not too late to instill the desire for reading on our students and help develop their reading habits.

METHODS

This research aimed to study the effect of the (FMRP) Fifteen Minutes Reading Program in upgrading the poor reading ability, piquing the interest and responsiveness in reading, and helping develop the reading habits of Grade 7 students. This study used the Pre-test Post-test Research Design Experimental Method. Grade 7 students were kept under observation.

The respondents were 152 students who had poor reading performance based on the pre-test results. The Phil-IRI showed that only 30% passed the word recognition, 35% passed on reading comprehension, and only 31% passed the spelling test, with an alarming total passing rate of 32%. The researcher implemented the FMRP activities, ORA (Oral Reading Activity), Short-term Reading Activity (SRA), and Word Encounter (WE). During ICL, they were given an assessment to measure their performance, both oral and written.

RESULTS

The results were counted and tabulated by the researcher to see if there was an improvement in the students' reading levels. It clearly showed in the post-test that the student's word recognition level improved from 30% to 47%, their reading comprehension levels from 35% to 54%, and the spelling skills from 31% to 60%. The findings revealed that the student's total performance had improved from 32% to 54% passing rate after the implementation of the program. It strongly indicates that FMRP (Fifteen Minutes Reading Program) has a positive effect on the learner.

DISCUSSIONS

The research had proved that regular reading is significant in improving the students' spelling and word recognition skills and that it is a great help in developing the comprehension skill of the learners. Exposure of the students to reading text is beneficial to develop their reading habit. Likewise, the researcher recommended the FMRP (Fifteen Minutes Reading Program) before regular classes and an assessment during ICL.

KEYWORDS: FMRP (Fifteen Minutes Reading Program), ORA (Oral Reading Activity), SRA (Short-term Reading Activity), WE (Word Encounter).

SUBMISSION ID: R04A-LIPAC1-0075

Utilization of Project Trash of Fun in Enhancing the Solid Waste Management and Disposal Strategy

Maria Lourdes Guañez, Guronasyon Foundation Incorporated National High School

Abstract

INTRODUCTION

Waste management is a key factor in achieving positive change within schools, leading to a healthy learning environment. Proper waste management and disposal have been a long-time problem in our school. This scenario may compromise school environmental quality as well as the students' health. As in-depth support on the waste reduction program of the school, the proponent would like to give emphasis on the utilization of Project Trash of Fun in improving the solid waste management and disposal strategy of Guronasyon Foundation Incorporated National High School.

METHODS

The objective of the study is to know the students' attitude towards waste management and disposal since most of the trash was contributed by the students. The respondents of the study were 40 students of Grade 7- Luna, using the one-shot group testing and survey-questionnaire. With adaptation from the reward redemption system of arcades like World of Fun, Timezone, Quantum, and etc., students are encouraged to collect and segregate trash/ garbage and earn points/ticket from it. The more trash you redeem, the more tickets you receive in exchange for prizes.

RESULTS

The findings revealed that the project is effective, having a p-value of less than 0.05, which means that the null hypothesis is rejected with a verbal interpretation of significant. This means that the students' attitude towards waste management changed for the better. Students actively engaged in the project, leaving their classroom with properly organized and segregated waste. This also shows that in order to improve current practices on waste disposal, innovative, fun, and engaging activities should be utilized to enhance solid waste management and disposal strategy. Projects like Trash of Fun shall be utilized in school to garner excitement for a more comprehensive waste reduction project.

DISCUSSIONS

The findings implied that Project Trash of Fun helped in enhancing the school's solid waste management and disposal strategy. Changing waste management behavior will not be a simple or straightforward exercise. No single model exists to enable change actions in relation to waste management. There should be the necessity of committed environmental education to inculcate a proper and appropriate environmental culture among students. Though it is not easy to influence members of the school who are not as enthusiastic or engaged in the projects as they could be, it is a must to get them engaged by reminding them of the cause and benefits of the project.

KEYWORDS: solid waste management, disposal strategy, solid waste enhancement

SUBMISSION ID: R04A-RIZALP-0288

**Special Manifesto: An Inclusive Education Implementation
Enhancement in Different Schools in the Division of Batangas Province**

Nancy Lubis & Joel Lubis, SDO Batangas

Abstract

INTRODUCTION

Awareness, readiness, and knowledge of teachers with the method and techniques of instruction severely determine the impact on the equity toward education. In line with this, this study focuses on teachers' sensitivity towards children with special needs in a regular classroom setting. Hence, the researcher aimed to assess the status of implementation of inclusive education among CSNs so as the common cases of children underinclusion as well as the extent of implementation of inclusive education were assessed to design a proposed action plan that will enhance the implementation of inclusive education in the Division of Batangas.

METHODS

This descriptive study involved school heads and their teachers in schools with inclusive education.

RESULTS

It was revealed in the study that there was a lack of teachers' training related to inclusive education while instructional materials are inadequate; evaluation instruments and curriculum materials are substantially evident; teachers' knowledge and awareness are partly evident according to its interpretation, while the quality of instruction, physical facilities, and teaching strategies are substantially seen and evidently implemented.

DISCUSSIONS

The researcher, therefore, offered SPECIAL MANIFESTO to enhance the implementation of inclusive education in the Division of Batangas Province. This caters a series of enhancement programs and activities that will uplift the present situation of inclusive education in the division.

KEYWORDS: Inclusive Education, enhancement, special needs, teaching strategies, teachers' awareness, quality education

SUBMISSION ID: R04A-BATANP-2170

21st Century Challenges in Education and its Impact on the Academic Performance of the Students of Pedro S. Tolentino Memorial National High School

Cora Javier & Lea Piazirine, SHS students

Abstract

INTRODUCTION

Today's generation of the 21st century is rotating its orbit to the pieces of changes, modernization, and to the world of the contemporary person, wherein it has a direct impact not only for the people and the way of life but also in education. The 21st-century challenges in education include the new technologies and 21st-century skills.

The researcher chose this topic to determine the 21st-Century Challenges in Education and its impact on academic performance of the students and to visualize the positive outcomes of these challenges.

METHODS

In this study, the researchers used a quantitative descriptive research design. Furthermore, they used a survey questionnaire to gather the data needed where one hundred (100) respondents were selected through random sampling.

RESULTS

The results showed that the primary 21st-century challenges in education are technological advancement. The statement "effective integration of technology into classrooms can and will result in higher levels of student achievement" is considered as having an impact on the academic performance of the students. Moreover, one of the great positive outcomes of the 21st-century challenges in education is that students will be equipped with the tools they need in today's technologically based education.

DISCUSSIONS

Based on the gathered data, the researchers found out that new technologies and the 21st-century skills are considered as the 21st-century challenges in education. These challenges have an impact on the academic performance of the students particularly in their achievement and quality of works.

Identifying and studying the 21st-century challenges in education may give a positive outcome that is necessary not only for the students but also for the educators. They will gain a comprehensive view of the challenges and opportunities in the 21st century and will be prepared and aware of handling and facing those challenges.

KEYWORDS: 21st century challenges in education, academic performance, 21st Century Learners ,Innovation Skills ,

SUBMISSION ID: R04A-BATANC-0119

21st-Century Classroom Practices of Teachers in Palo Alto Integrated School

Genelyn Mertola & Julieta Dinglasan, Department of Education

Abstract

INTRODUCTION

Delivering quality basic education among 21st-century learners is the main goal of 21st-century education. This quality of education must be holistic, integrated, and humanistic in nature. Quality education will provide learners an opportunity to develop their fullest potentials and prepare them for a productive life in the 21st century and beyond. Teaching in the 21st century is extra challenging for seasoned and millennial educators alike. To meet these challenges, learning throughout life is key.

METHODS

A descriptive quantitative research design was utilized in this study that included a total of 72 teachers. A survey questionnaire was used to gather data, and it was composed of two parts including the demographic profile and the extent of 21st-century classroom practices of teachers, which on the other hand, consisted of four subparts: learning to know, learning to live together, learning to do, and learning to be.

RESULTS

Results showed that in terms of the four pillars of learning, participants revealed that they have the competency but still needed to further improve on it (80%), while the remaining participants revealed that they don't have the competency yet (20%). Findings also showed that age and gender have a positive high correlation with the extent of their 21st-century classroom practices, while education and gender have a slight correlation with their extent of classroom practices.

DISCUSSIONS

Significant findings of this study help teachers assess what kind of teachers in the 21st century do they resemble and reflect with or how they can make adjustments to face the challenges and counter it with positive actions for a positive result. This also reinforces their vigor and enthusiasm to be a lifelong learner.

KEYWORDS: 21st century, lifelong learner, quality, basic education

SUBMISSION ID: R04A-CALAMB-0334

The 21st-Century Language Arts Program and its Impact on Pupils' Creative and Critical Thinking Skills

Roselyn Orejola, Department of Education

Abstract

INTRODUCTION

Development of students' critical and creative thinking skills are considered a crucial educational goal. However, despite the demonstrated effort of teachers in teaching the skills, later they found out that there is not mastery or improvement of the skills. In this chief reason, the researcher conducted the study to improve and or develop pupils' creative and critical thinking skills using the 21st CLAP (21ST Century Language Arts Program).

METHODS

This study follows the participatory approach. The researcher adapted Orejola's (2016) 21st Century Language Arts Program. The content of the program was modified to suit the pupils' learning level and concentrated mainly on the improvement of creative and critical thinking skills. Grade 6 pupils, as the sample group underwent the 21st CLAP for two weeks.

RESULTS

The significant effect of 21st CLAP to pupils' critical thinking skills in terms of identifying the problem, analysis, problem-solving, and evaluation was recorded and so as in the development of pupils' creative thinking skills in terms of fluency, flexibility, and novelty. This infers that independent collaborative work, peer support, and brainstorming have a positive effect on pupils' ability to generate multiple ideas on how to solve a real-world problem, multiple answers to a problem exploring situations, and the capacity to generate solutions.

DISCUSSIONS

The development of pupils' creative thinking skills is equally important with the development of critical thinking skills. The pupil's ability to look and interpret things in different angles could help them surpass the challenges of the 21st century. It is imperative to implement programs and projects that would help them develop and or improve their capacity to think critically and creatively that would prepare them in the world of work in the next 15 to 20 years.

KEYWORDS: critical thinking, creative thinking, 21st-century skills

SUBMISSION ID: R04A-LAGUNA-0292

**21st-Century Teaching Skills and Performance of Mathematics Teachers
in the Schools Division of Santa Rosa City, Laguna**

Banaag Gannad, Southville IV National High School

Abstract

INTRODUCTION

Mathematics teachers play a vital role in honing the students' interests and deep appreciation for mathematics subjects. Thus, math teachers should be competent enough to help the students understand the subject and contribute to the academic performance of the students as well as of the school. Furthermore, the 21st-century teaching skills of teachers may be considered by math teachers to perform well and deliver the job with optimum results

The quality of delivery and performance of the teacher is measured at present, through the use of Individual Performance Commitment Review Form (IPCRF). Thus, this study assessed the 21st-century teaching competencies of math teachers and their performance in school through IPCRF.

METHODS

This study is a quantitative study using a descriptive correlational research design. The researcher used a survey questionnaire to assess the teaching skills of the mathematics teachers, which was based on the Competencies of Modern Teacher by Olga Nessipbayeva (2012). The instrument went through content validation by the experts in mathematics.

RESULTS

The math teachers in the division are proficient in the 21st-century teaching skills with the overall mean of 3.37. They are highly proficient in instructional skills, which is first in the rank list (3.66). This means that the math teachers are highly proficient in integrating technology or ICT tools in the teaching-learning process to maximize students' learning. Rank two in the 21st century teaching skills of the math teachers where they are highly proficient is the pedagogical skills (3.53). Teachers are highly proficient in the content of the subject and know how to connect to other disciplines and they are proficient in leadership skills (2.95), facilitative skills (2.93), and reflective skills (2.65). Moreover, the math teachers in the division of Santa Rosa City have a very satisfactory performance with the general mean of 3.83. Furthermore, all the 21st-century teaching skills of mathematics teachers are significantly related to the performance of the teachers in school as supported by the computed r of 0.616.

DISCUSSIONS

Based on the results, it can be concluded that Instructional, pedagogical, leadership, facilitative, and reflective skills are significantly correlated to teachers' performance. These 21st-century teaching skills contribute positively from low to high extent in the teaching performance of math teachers.

KEYWORDS: 21st-century teaching skills, math teachers, ipcrf

SUBMISSION ID: R04A-STAROS-0018

21st-Century Teaching: The Teachers' Perceptions in the Use of Blended Learning Approach in Teaching

Marian Diaz, Department of Education

Abstract

INTRODUCTION

Filipinos have a deep regard for education since education occupies a central place in Philippine political, economic, social, and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. Technology continues to advance and provide options to make tasks easier. Education is not exempt from the innovations and has not been so for decades.

METHODS

The study mainly focused on determining the perception of teachers towards blended learning approach in teaching. This study employed qualitative research. Qualitative research using a phenomenological approach was conducted to assess the validity and strength of teachers in using technology as a result of blended learning in the classroom. The interviews and narrative reports provided the support for a larger synthesis of conclusions regarding the blended learning and the effects of technology. The scope and focus of the study were limited to the four teachers of Calamba Bayside Integrated School who are using blended learning in teaching.

RESULTS

Findings of the study suggest that time in blended learning is unlimited. It is different from traditional instruction since it makes the learning process more enjoyable and unique. It also boosts the interest of the students. Blended learning makes the entire learning process more convenient. The desire of the students to learn improved, and it increased motivation and engagement.

DISCUSSIONS

Students respond positively to the implementation of blended learning. The perspective on the teaching of teachers changed with the use of blended learning. There was also an impact on students' performances in the implementation of blended learning in the classroom.

Blended learning can be used in other learning areas since it is very useful because it makes the students become more aware and careful about the use of social media/technology. Students also become more interactive. Mentoring for teachers is very important. As facilitators of learning, teachers know how to improve their teaching through technology. The training that would provide more clarification about blended learning since there are some teachers who assume that this can only be done using the Internet or social media.

KEYWORDS: blended learning, technology, social media

SUBMISSION ID: R04A-CALAMB-0006

2C2IA Beginning Reading Instruction Model: A Case Study

Myleen Lalamunan, Department Of Education

Abstract

INTRODUCTION

Reading is the main key to open up the world of wonder and meaning. But children don't learn to read just from being exposed to books. It has to be taught explicitly and systematically. For several years, a high percentage of non-readers and pupils with reading difficulties had been registered in Inosloban-Marawoy Elementary School. This scenario had become one of the major problems of the school.

Beginning reading teachers had come up with a reading program using the 2C2IA Beginning Reading Instruction Model. The 2C2IA Beginning Reading Instruction Model illustrates the different components of teaching beginning reading and the process that embodied the program. It was focused on the development of the key skills in beginning reading such as phonemic awareness, vocabulary development, oral language, comprehension skills, and fluency.

METHODS

The descriptive method of research was used in this study with a set of questionnaires in the form of test papers as the primary gathering tool. The data gathered were statistically treated with the use of Arithmetic mean and T-Test of Difference between Two Independent Samples. The Pearson r Coefficient of Correlation was also used to establish the validity of the instrument used.

The study was focused on the development of the five components of beginning reading with the use of 2C2IA model among the not-ready groups of the grade 1 pupils of Inosloban-Marawoy Elementary School.

RESULTS

The findings disclosed that the percentage obtained by the two groups on the pre-test in all the five reading components--phonemic awareness, vocabulary, oral language, comprehension, and fluency--fall under the descriptive interpretation of Poor with a composite percentage score of 60.71 in all the five components of beginning reading. After the implementation of the program using the 2C2IA Model, the composite percentage obtained by the pupils under the experimental group was 86.55 with the equivalent interpretation of Good and the controlled group registered a composite percentage score of 77.75, Fair. The effectiveness of using 2C2IA Beginning Reading Instruction Model was confirmed.

DISCUSSIONS

The study showed that all grade 1 pupils of age, regardless of their readiness upon entrance are capable of becoming skillful readers after the grade level if coupled with comprehensive teaching of beginning reading because only in reading that they will understand the language of the other disciplines.

KEYWORDS: Beginning Reading, components, skills, vocabulary, comprehension, fluency

SUBMISSION ID: R04A-LIPAC1-0141

2C2IIR in Teaching Language and Grammar Based on the Learning Style of the Senior High School

Ma. Theresa Austria & Ana Maria L. Josue, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the learning style of the Senior High School in studying language and grammar with the use of 2C2IIR in the lesson proper. This action research reviews some methodological trend for their learning. Being creative teachers requires the implementation of creative and innovative teaching strategies in order to meet student's individual needs. Many students make a different mistake in grammar that's why the researchers decided to provide some innovation, intervention, and strategies. The best teacher believes in the capacity of their students to learn. They utilize a range of pedagogical approaches to ensure this learning occurs. These reasons of concern deserve further consideration by the researchers.

METHODS

One hundred (100) students from the Tanza National Trade School and one hundred (100) students from the ESSDS that belong to a heterogeneous group in Grade 11 were selected using random sampling. Kolb Learning Theory was used to identify the learning style of the students. We used the descriptive quantitative design to compare the result of the two schools and descriptive qualitative for the description of learning style.

RESULTS

Findings revealed that students can be classified as diverging, converging, accommodating, and assimilating. Researchers observed that reflective approaches are more familiar and got the highest score among other approaches. There are no significant differences in all teaching approaches in both schools.

DISCUSSIONS

The teachers should be flexible and carefully adapt their pedagogical based on the learning style of learners. Effectiveness of the pedagogy often depends on how the learners interact with this. Group works can be helpful for students of different ability levels. Knowing the learners' personality greatly helps teachers to effectively design, plan, and implement new ways for the teaching-learning process.

KEYWORDS: learning, descriptive, 2C2IR

SUBMISSION ID: R04A-CAVITP-0091

2K2P Kalinisan at Kaayusan sa Paaralang Pinaglilingkuran

Evy Jane Natividad, Jonalyn Mico, & Renier Catindoy, Department Of
Education

Abstract

INTRODUCTION

Human beings have always had an impact on the surroundings, and garbage is certainly one of the major causes of human-induced deterioration. Proper waste disposal has, therefore, become an inevitable duty involving all of us.

The role of every school in delivering the DepEd's vision and mission is to describe their purpose and major organizational commitments. It also includes describing a school's day-by-day activities and objectives and instructional values. And the most important is the public commitment to our students as well as in our community.

METHODS

The researchers used a qualitative-quantitative approach in conducting the study. The first action taken was formulating a checklist to measure that the processes are aligned with the goals of the program. The second was an evaluation of the effectivity of the checklist. It was therefore followed by the implementation of the program to test the effectiveness of the program to the Grade 5 class. Next was another evaluation if the program had improved waste segregation in the classroom. Lastly, the assessment of the program was conducted if it can be implemented in every classroom.

RESULTS

90% of the Grade 5 pupils ensured the cleanliness of their classroom through effective waste management. There was also increased awareness of waste segregation and minimization as well as guaranteed efficient and effective solid waste management. Waste collection service was improved in parallel with strengthening the activities for cooperating with the community. Management of waste disposal system was strengthened. There is now practice on how to eliminate, reuse and minimize waste.

DISCUSSIONS

As the data are given to the researchers, the school faces the problem of proper waste disposal inside its premises and the administration discern on the School Implementation Plan that the waste segregation program in the school was not fully implemented in the last two years. The researchers chose the grade 5 learners to conduct the program because they are competent enough to work as a team in this program.

This study will benefit the individuals in the school: the school administration, teachers, and all the pupils occupying the school. The pupils shall be educated in 3R's. Administrators and teachers, as stewards, should ensure a supportive environment for effective learning to happen by recognizing the importance of cleanliness and maintenance as well as on the overall wellness of the school and the people who occupy it.

KEYWORDS: Deterioration, guaranteed

SUBMISSION ID: R04A-TANAUA-0211

2Ps Drill to Improve Sound-Symbol Fluency in Forming Sinurigaanon Words of Grade 1 Okra Non-Reader Pupils SY 2017-2018

Imelda Grumo, Teacher

Abstract

INTRODUCTION

The ability to read and spell Sinurigaanon words is one of the competencies that can be found in Grade 1 Mother Tongue subject. Learners are expected to read and spell fluently after introducing the (twenty-one) 21 letters at the end of the second quarter as stated in K-12 Curriculum Guide.

In Grade 1 Okra of Cantilan Pilot School, the school year 2017-2018, there are 17 out of 32 learners who cannot spell and read the grade 1 level words despite reading remediation conducted by the teacher at the end of the second quarter. These learners have difficulty in putting the sound into symbolic letters. In order to improve the sound-symbol fluency of Grade 1 Okra non-reader pupils, this intervention "Panalinga ug Pormaha" (2Ps) Drill was conducted. Helping these children to spell will aid them to understand how letters are linked to sounds (phonemes) to form a word.

METHODS

Out of 32 Grade 1 pupil, there were 17 who could not put the sound of the letter to its symbolic form fluently. These pupils were the respondents of the study. This action research employed the descriptive method. The data were based on the number of words formed by the respondents as they put every sound of the word into a symbolic form from November 2017 to January 2018.

RESULTS

Table 1. Fluency level of sound-symbol correspondence skill in forming Sinurigaanon words of Grade 1-Okra identified non-reader pupils.

No. of Pupils	Fluency Level
13	Poor
4	Very poor

Table 2. Reasons affecting the fluency level of sound-symbol correspondence skill in forming Sinuriganon Words of Grade 1-Okra identified non-reader pupils

Mismatching of the letter sound and its symbolic pattern	13
Forget the symbolic pattern of the sound of the letters	4
TOTAL	17

Table 3. Fluency level of sound-symbol correspondence skill of Grade 1-Okra identified non-reader pupils after the intervention

No. of Pupils	Fluency Level	No. of Pupils	Fluency Level
13	Poor	16	Satisfactory
4	Very poor	1	Poor

DISCUSSIONS

The results show the fluency level of sound-symbol correspondence skill of Grade 1-Okra pupils before and after the "2Ps Strategy". It is shown that there are an improvement of fluency level of thirteen (13) pupils to sixteen (16) pupils from poor fluency level to a satisfactory level. This intervention is supported by Department of Education Memo No. 220 s. 2016 to develop in Filipino children literacy that will contribute to lifelong learning. Furthermore, Hatcher 2004 said that additional training in phoneme awareness and linking phonemes with the letter is beneficial.

KEYWORDS: 2P's

SUBMISSION ID: R013-SURSUR-0001

2SM in Math: Symbol, Sounds, Meaning in Learning Mathematics among Selected Kindergarten Pupils

Ramon Castaneda, Manggas-Tamak Elem. School, Padre Garcia

Abstract

INTRODUCTION

Learning to write, read, and perform mathematical activities as a child usually results in the ability to read, write, and perform simple mathematical activities relatively easily. As we develop our skills, the process often becomes more challenging. We are introduced to new vocabulary and more complex sentence structures.

As schooling progresses, however, we are led to consider a range of perspectives or ways of looking at a topic rather than just one. We learn to compare these perspectives and begin to form opinions about them. In relation to this, 2SM IN MATH: SYMBOL, SOUNDS, MEANING IN LEARNING MATHEMATICS among kindergarten pupils aims to determine the difficulty in writing and performing mathematics activities among young pupils studying at Manggas-Tamak Elementary School.

METHODS

This action research focuses on the results in the writing ability of kindergarten pupils in performing mathematical operations conducted during the period of the program. The descriptive method of research was used in the study to find out the actual writing ability performance in mathematical operations of kindergarten pupils.

RESULTS

As a result of significant gains in the intervention, twenty (20) selected young pupils passed based on the pre and post assessments. Results indicated that strategies focusing on symbols, sounds, and meaning in learning mathematics techniques were the most effective, whereas text-to-speech did not enhance pupils for better skills. However, the non-treatment control group remained significantly below the intervention group on the post-assessment reading comprehension measure.

DISCUSSIONS

Learning starts at home, then in school, which is at the kindergarten level. It is necessary to find solutions for these kids to enhance their writing and learning ability in performing mathematics operations and problem. At the early stage of pupils learning, hindrances can be avoided if there's a good foundation of skills. This may result in the smooth flow of development for the next level of their learning.

Handwriting is an integral part of every child's school experience. In order to provide the best program to children both with and without handwriting problems, elementary educators need to understand the factors underlying the skill of handwriting. Once formal schooling starts at the kindergarten level, good control of the hand muscles will enable the child to learn to handwrite with minimum effort.

KEYWORDS: 2SM

SUBMISSION ID: R04A-BATANP-0427

3Ks Kailinisan at Kalusugan Tungo sa Magandang Kinabukasan

Resette Mae Reaño, Abegail E. Malabanan, & Glyza C. Ramos, Department of
Education - Tanauan City

Abstract

INTRODUCTION

Malnutrition remains one of the major obstacles to human well-being affecting all areas of a child's growth and development, including performance in the classroom. Hungry and undernourished learners are less able to attend school, and if they do, are less able to concentrate and learn.

Moving forward, there is a need to introduce nutritional gardens in the community, in school, and at home. Addressing the root causes of malnutrition is imperative for achieving sustained reductions in malnutrition. Bantay Bata Elementary School geared its efforts in various interventions that could lessen and alleviate children's suffering from malnutrition.

METHODS

The researchers together with the teachers used the Nutritional Status Report to identify the wasted and severely wasted pupils. The deworming program and the feeding program were applied to improve the nutritional status of the feeding recipients. The Nutritional Status Report was used again to distinguish if the program was effective.

RESULTS

At the end of the School Year 2019-2020, from 85 wasted and severely wasted pupils were expected to decrease to only 22 pupils. 75% of their population is expected to have normal nutritional status.

DISCUSSIONS

With the data given to the researchers, they found out that there was a large increase in the number of wasted and severely wasted pupils in the last three years. From 11 cases in S.Y. 2016-201, it grew to 85 in just a year and continued growth in the succeeding year. The absenteeism habits of the pupils also distressed the teachers and that its main cause was that the pupils were not able to have decent meals and if they did, they still could not concentrate well in their studies due to unhealthy eating style.

The beneficiaries of this project were the 85 wasted and severely wasted pupils. The teachers and school also benefitted from this project. Pupils who are well nourished are more likely to enter school earlier, stay in school, and have the ability to concentrate on lessons. The pupils learned proper and healthy eating habits, were willing to learn and concentrated in their studies more.

Child nutrition contributes to the country's overall development. Schools are not only places of learning. For most children, it is also a safe, protective, and constant environment where they are expected to develop their full potentials. This project promoted the optimum development of learners' nutritional status.

KEYWORDS: Malnutrition, Nutritional Status Report, Deworming Program, Feeding Program, Wasted and Severely Wasted Pupils

SUBMISSION ID: R04A-TANAUA-0206

3P1F - Palakasin, Pagbasa, at Pag-unawa sa Filipino

Alvin Romen

Abstract

INTRODUCTION

87 out 180 pupils tested (48.33%) of Tambol Elementary School belong to the Frustration Level in English and Filipino based on the result of PHIL-IRI for School year 2016-2017. It is noted that in Grade 2 alone, 23 out of 42 pupils (54.76%) and 25 out of 42 (59.52%) are in the Frustration Level in English and Filipino. Through this project, we would like to address poor reading comprehension of Grade 2 pupils in Filipino.

METHODS

Pupils with a poor reading comprehension were identified based on the result of PHIL - IRI. With this problem at hand, the school head conducted SLAC on literacy in Filipino, especially on reading comprehension. It was also during LAC Session that a plan on the implementation of the project was made. The school head made class observation in Grade 2, and pupils with poor reading comprehension were interviewed by the school head using a tool. Root cause analysis was made based on the result of class observation and interview. The use of appropriate reading materials with pictures and text with bigger font size were prepared by the teacher. Follow up reading at home by parents were also implemented.

RESULTS

Findings show that after three months of implementation of the project, there was a decrease in the number of pupils under the Frustration Level in Filipino (from 87 to 45). In grade 2 were 3P1F was implemented, the number of identified frustration readers were reduced from 25 to 11, while the number of instructional and independent readers increased from 16 to 27 and 2 to 5, respectively.

Pupils learn better if they work with someone who respects and understand their weaknesses. Reading comprehension skills of pupils will also be enhanced if given extra time and attention by the teacher. Hence, it is easier for the pupils to recognize words if there are pictures and the font size of texts were bigger, and children enjoy reading with a partner. Parents providing support through follow up at home made this reading program a success.

DISCUSSIONS

This reading program may be used by other levels if they have children who have difficulties in word recognition and comprehension both English and Filipino.

KEYWORDS: romenalvin

SUBMISSION ID: R04A-CAVTP-0557

**The 3 Ps Approach (Proprietorship, Partnership, and Program):
Intensifying and Deepening Teacher-Stakeholders Partnership in
Addressing Struggling Readers at Padre Garcia Central School**

Juliet Dimaculangan, Department of Education Padre Garcia

Abstract

INTRODUCTION

In the District Oral Reading Assessment conducted by School heads of Padre Garcia District last SY 2016-2017 to Padre Garcia Central School, it was revealed that there were pupils from different grade levels who find difficulty in word recognition and no comprehension. These pupils, considered nonreaders, were priority concerns of the school. However, instead of giving immediate actions, the presence of struggling readers is often blamed to the previous teachers or the family genes where pupils came from.

METHODS

This research was experimental in approach; thus, struggling non-readers were distributed equally to all the teachers in every grade level, maximized parent's involvement in implementing the reading programs. The researcher used two consecutive District Reading Assessment Results, 2017 and 2018, Reading Assessment Tools, sets of questionnaires, and interview to gather data.

RESULTS

Based on the results, the stakeholders who became the partners were parents, guardians, siblings, and co-teachers. The reading programs implemented were One-on-One Reading Program, "Anak Ko, Pabasa Ko" and "Big Brother, Big Sister". The project was implemented daily and based on oral reading assessment result by the school heads last February 2018, it was found out that from 60% decrease of non-reader it moved up to 75% percent decrease after adopting the 3 Ps approach.

DISCUSSIONS

The 3 Ps approach based on the study is active and must be applied by the teacher with the problem of struggling readers. The approach can also be utilized on slow to fast readers. The school can also adapt 3 Ps approach for other programs like Gulayan sa Paaralan, Brigada, Feeding, etc. It serves as an eye-opener for all concern to raise awareness on their commitment to duties and responsibilities as school partners, create favorable working condition among the teachers, boosting pupils self-esteem by making them feel important and developing a culture of tie-up in resolving school issues and concerns.

KEYWORDS: struggling non-readers, Big brother Big sister, PPP approach

SUBMISSION ID: R04A-BATANP-0168

3Ps: A Holistic Reading Intervention Program for Grade 1

Maricar Pascua, Department of Education - Division of Cavite City

Abstract

INTRODUCTION

Ensuring that 100% of our pupils are readers before the school year ends is one of the heaviest tasks shouldered by Grade 1 teachers like me. Handling a range of pupils from 30-40 per class makes the task very tedious. Handling remedial programs alone are challenging enough, more so if preliminary assessment and the post-assessment of the pupils' reading skills are overlooked or improperly done. Resources on reading intervention tools in Filipino that suit the needs of our teachers and learners are very limited. Hence, the action research "3Ps: Interbensyong Pagbasa para sa Remedial na Pagpapabasa" was conceptualized.

The research aimed to develop a reading intervention program that will cover the pre-assessment, the intervention proper, the monitoring tools, and the post-assessment of the reading level of the learners who will undergo the program. Further, it aims to develop a program/tool that will promote self-directed learners and that will lessen the burden of teachers who will be implementing the tool since the learners are very much involved in the implementation of the program

METHODS

The following intervention and strategies were used: pre-test in reading was conducted to identify the children's reading level; results of the pre-test were evaluated; development of the assessment tool for 3Ps; conducted daily remedial reading; utilization of the materials developed; recording of results with the help of the monitoring sheet made; conducted the post-test; evaluation of results; finalized, analyzed and interpreted the results; communicated the findings of the research with my co-teachers within our school.

RESULTS

The results of the research affirmed the effectiveness of the 3Ps in assessing, developing, evaluating the reading level in Filipino of grade 1 pupils. Furthermore, it enabled an efficient monitoring system that can easily be used by the teachers and the learners to ensure a more efficient reading intervention program. It significantly decreased the number of non-readers and slow readers among Grade 1 pupils in Ladislao Diwa Elementary School.

DISCUSSIONS

Based on the outcome of this study, 3Ps can raise the level of pupils' reading abilities, the following recommendations are given: Teachers are encouraged to use this tool in teaching reading to grade 1 pupils. Training on the use of this tool may be conducted for the benefit of teachers and pupils. Reading should be taught regularly.

KEYWORDS: reading program, reading intervention, assessment tool, pre-assessment, post-assessment, monitoring system

SUBMISSION ID: R04A-CAVITC-0031

3R - a Strategy in Improving Academic Performance in Mathematics

Rhea Marie Cesa & Benilda Orsal, Cavite National Science High School

Abstract

INTRODUCTION

CNSHS grooms its students to take up STEM in Senior High School. The final grade of students who wants to enroll in the STEM Strand should be at least 85 in Science and Mathematics. Project 3R was pursued by the proponents in the hope of increasing the achievement level of Mathematics subjects in Junior High School by at least 2% at the end of the year, thereby raising the achievement level of the department for School Year 2016-2017 and ultimately help the students qualify for the STEM Strand in Senior High School.

METHODS

The study made use of pre-test post-test design. In the first week of the quarter, participants were given a 40-item pre-test, which determined the students in the upper 20% and lowers 20% were selected as the sample group. Project 3R, which involved reviewing/reteaching, was executed two weeks before the administration of the Quarterly Assessment. The mean of the scores of the upper 20% and the lower 20% were compared. Paired t-test was used to determine whether there is a significant difference between the pre-test and post-test scores of the participants.

RESULTS

Results of the study showed that there was a significant difference between the pre-test and post-test scores in Mathematics of Grade 7 to Grade 10 students. For Grade 7, the mean of the pre-test was 38.19 while the post-test was 74.03; for Grade 8, the mean of the pre-test was 59.40 while the post-test was 65.63; for Grade 9, the mean of the pre-test was 30.00 while the post-test was 70.46; and for Grade 10, the mean of the pre-test was 33.59 while the post-test was 89.02. Both of the groups had a positive percent increase in the scores. It can be seen that there was a greater percent increase in pre-test and post-test scores in the lower 20% than in the upper 20% group.

DISCUSSIONS

Since the QA is given only once in a grading period, there is a chance that the students have already forgotten the long list of lessons covered in a quarter. Project 3R gives an opportunity for students to have a review for the QA. The percent increase in the lower 20% group which is greater than the percent increase in the upper group may be attributed to the fact that students "at risk" exert more effort to improve their scores because they need to meet the standards set by the school as a Regional Science High School. Project 3R could be an effective tool to improve the academic performance of Junior High School students of CNSHS. It is recommended that Project 3R be continued until the 4th quarter.

KEYWORDS: Quarterly Assessment, intervention, pre-test post-test design, students

SUBMISSION ID: R04A-CAVITP-1227

3R's Waste Management: A Plan to Mitigate Dagatan National High School Waste Disposal Problem

Arlene Masilang, Dagatan National High School

Abstract

INTRODUCTION

Dagatan National High School is the biggest and the most populated public high school in the District of Taysan. Because of its sizeable population, with a large amount of waste collected every day, the district is facing a waste disposal problem. In view of this, the researcher came up with this action research project about making a plan using 3Rs (Reuse, Reduce, Recycle) waste management to mitigate the school's disposal problem.

METHODS

The descriptive research design was used with a self-structured questionnaire as the instrument to gather data. The respondents of the study were 100 students from Grade 7 to Grade 12 through random sampling to answer the set of questionnaire to be able to find out the school management waste disposal problem.

RESULTS

The results of the study showed that the school populace's awareness in proper waste disposal is very important in managing wastes problem. The common practice of the school regarding waste management, burning and composting, did not suffice for a solution needed in solving the problem. An action plan using 3Rs waste management could help mitigate the school's waste disposal problem.

DISCUSSIONS

An action plan was presented to the school administration and was implemented. Thus, students were educated about the 3Rs in waste management and the benefits they can get from it. Administrators and school staff helped solve the waste management problem by disseminating information about proper waste disposal and encouraged students to segregate garbage. Instead of using one garbage can, they use three and labeled it as to what kind of trash they can put to each bin. Continuous integration of caring for the environment in every lesson is a must in motivating students to recycle and show their creativity in making recycled projects.

KEYWORDS: waste management, disposal problem, mitigation

SUBMISSION ID: R04A-BATANP-1376

4 O'clock Habit: Strategy to Improve the Academic Performance of Grade 7 Students in Science

Reynaldo Caratao Jr

Abstract

INTRODUCTION

For quite some time, the school had this bottleneck experience to identify learners who are struggling to master some lessons. The 4 o'clock habit strategy is initiated as an intervention designed to help improve the students' academic performance specifically on the least learned competencies. The students were taught with the use of science work-text. The use of science work-text was also based on the LLC. The 4 o'clock habit was implemented to create an extra zone of learning and provide a remedy to the forever-existing problem of assessing students in the field of science which would improve students' academic performance as an outcome.

METHODS

The study had utilized a descriptive research design that describes the importance of the 4 o'clock Habit Strategy implementation through compared pre-test and post-test of fifteen students by using science work-text. After the conducted pre-test of grade 7 students, the LLC in the pre-test were identified and used as a basis to be taught in the conduct of 4 o'clock Habit Strategy. Students will be assessed by the teacher every 4 o'clock in the afternoon with the used science work-text. After all the conducted interventions, post-test were conducted to evaluate if there are a significant difference and effect of 4 o'clock habit strategy to improve the academic performance.

RESULTS

After a long run of innovation from pre to post activities, the researcher has come to a conclusion that the pre-test without 4 o'clock habit strategy has a percentage mean of 19.85 which is interpreted as low, while after 4 o'clock habit strategy with the use of science work-text as intervention, the mean percentage increased to 38.25, which is interpreted as very high.

Furthermore, it could also be concluded that the 4 o'clock habit strategy induced a significant difference on the academic performance thus the t-value is equal to -14.54 and p-value of 0, which means that the 4 o'clock habit strategy has high evidence in improving the academic performance. Since the Eta2 value is 0.839, the 4 o'clock habit strategy, therefore, has a large effect on improving the academic performance of grade 7 students in science.

DISCUSSIONS

The results demonstrate that the 4 o'clock Habit strategy implementation improves students' academic performance. The effective practice of this innovation will help students master least-learned competencies. Moreover, the continuous implementation of this 4 o'clock habit strategy assures the success of the innovation.

KEYWORDS: Unleash, Science Work-text, Remedy

SUBMISSION ID: R013-SURSUR-0052

5E Approach in Developing an Inquiry-Based Learning Tool in Improving the Least Mastered Competencies in Mathematics 9

Marry Chriselle Rañola, Quezon National High School

Abstract

INTRODUCTION

Mathematics remains to be the most difficult field of study in basic education based on the performance of students from the different schools in annual National Achievement Tests. With this, Quezon National High School is not an exemption, and this only proves a low mastery of learning competencies in mathematics among the students. Thus, the researcher would like to address this problem by developing an Inquiry-Based Learning Tool (IBLT) integrating 5-E approach that will enhance learning and improve performance on the identified least mastered competencies in Mathematics.

METHODS

This study utilized the mixed method of research specifically the explanatory mixed method design. For the quantitative part, the researcher used an experimental design in determining the validity of IBLT in 5-E approach. The IBLT was developed from the identified least mastered competencies in Math 9 and utilized by grade 9 students.

The two groups were matched and the experimental group was taught using the IBLT in 5-E, while the control group was through the traditional method of teaching. Both groups were given a post-test after the experimental proper. Being innovative instructional tool, the problems met by the students during the conduct of IBLT in 5-E approach were also identified by using a structured interview.

RESULTS

The control and experimental groups were significantly different since the computed absolute t-value of 22.37 was higher than the critical value of 2.037 at 0.05 level of significance. Thus, employing the IBLT, the experimental group performed better than the control group which utilized the traditional teaching approach.

Meanwhile, the problems met by the students was shown in generating new experiences and its impact, learning through IBLT, its advantages and disadvantages, and the problems and challenges in using IBLT in 5-E. Analyzing the results revealed that the common problems met by the students were cooperation, collaboration and students' participation in group work, unfamiliarity with the terms and concept, students' lack of participation, and allotted time in doing activities.

DISCUSSIONS

The developed IBLT in 5-E approach improves the understanding of the grade 9 students with regard to their least mastered competencies in mathematics. It is recommended that the developed IBLT may be further evaluated for acceptability using parameters like interest, variety, correctness, and presentation. It may also be enhanced by making its difficulty adjusted to the needs of the students.

KEYWORDS: inquiry-based learning tool in 5-E Approach, least mastered competencies

SUBMISSION ID: R04A-QUEZON-0189

A Qualitative Study on Student Absenteeism: Contributing Factors and Proposed Intervention

Jesica Franada, Department of Education - Lipa City

Abstract

INTRODUCTION

This research study was conducted to determine the reasons why a student is frequently absent in class and what intervention to use in order to eliminate the problem of absenteeism. Attendance rate is essential for students because it is believed that they are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. However, there are times that students do not come to school with or without any valid reasons. Often, it happens twice or thrice a week. Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. It is also a truant behavior that negatively affects the performance among students.

METHODS

The researcher used a qualitative method where a research made questionnaire was used, performs home visitations, and conducted interviews with the people related to the students. Among the grade 8 students of Bugtongnapulo National High School, ten students manifested significant absenteeism and have been the subject of the study.

RESULTS

The results revealed that the students are very much interested in going to school. However, after conducting series of home visitations and interview to the respondents and their family, it is found out that the reasons why they were not able to come to school are: Lack of financial resources, lack of family support and inferiority complex due to their situation.

DISCUSSIONS

The absenteeism that evolves within this study is due to personal reasons, not on the lack of interest in studies. However, the result is the same when talking about academic standing. Since the students are often out of school, their academic standing is low due to missed quizzes and performance. Attendance is vital. However, the factors that have been revealed in this study should be taken into consideration that some intervention might be introduced to help the students to continue their studies. Some of the interventions made were the following, adopt a Child Program, and joining on School-Based Feeding Program for the financially challenged and undernourished students.

KEYWORDS: attendance, absenteeism, academic performance, behavior

SUBMISSION ID: R04A-LIPAC1-0126

A 30-Minute Intensive Teaching of Phonology to Improve the Reading Skills of Grade 2 Ilang-Ilang Pupils of Lanuza Central Elementary School

Christine T. Hioko, Teacher

Abstract

INTRODUCTION

Reading approaches are common in many studies. And many of them also have common strategies used and perhaps becoming redundant. That's why many of the researchers keep on discovering new methods and strategies to keep the right and easy track in improving the skill of every learner in reading since this is the most important skill to understand what is being decoded.

With this, the researcher will show the significance of the program that could also be applicable to other individuals who are non-readers. The program will be a great intervention and surely be an advantage and benefit the learners who struggle in reading. The researcher discovered a quick method that intensifies the learning of the pupils in reading.

METHODS

The Differentiated Instruction to the learners was at its best in implementing the study. After identifying the level of difficulty of each of the learner from their pretest, they were divided into morning session and afternoon session. They were given reading materials that were intensively taught according to their level in just 30 minutes every session. Every activity was documented and monitored, focusing on the phonology of the alphabet. The intervention was given and monitored every day during their remedial hours in reading within five months. The activities given were recorded and monitored by the researcher so that she could differentiate the development of each respondent after its implementation.

RESULTS

Subsequently, the researcher fulfilled the purpose of the study positively, which could really be a big help to the pupils in their everyday lives. After the respondents have taken the study, they are now ready to read, have self-confidence, responsible in following directions, and comprehend because they now can decode all the letters they have seen around the classroom and everywhere. The value of intensive teaching of phonology harvested the sweet fruit of what it took from the very start of the implementation. It really proved that short but intensive teaching is more effective than the usual massive teaching for an hour. The intervention was then a functional study.

DISCUSSIONS

Little but intensive teaching results to more effective learning than a massed teaching. This program is then easy to follow and dealing with non-readers will now be less tedious. It only needs for the teachers to be intensive in teaching and aim high for the learners.

KEYWORDS: intensive, phonology

SUBMISSION ID:

Wild Sunflower as an Agent That Inhibits the Release of Ethylene Gas to Prolong the Shelf Life of Banana Fruits

Mariz Buenafe Rodriguez & Ernah V. Ilagan, Researcher

Abstract

INTRODUCTION

A banana is an edible fruit - botanically a berry - produced by several kinds of large herbaceous flowering plants in the genus *Musa*. As well as being eaten raw, bananas are a great addition to a variety of recipes including smoothies, baked goods, and cereal where you are reducing the amount of refined sugar.

Ethylene is a hormone produced by plants that aids in the ripening and aging process of plants. Ripening is a term applied to fruit that describes the transition from physiological maturity to senescence. The transient increase in respiration rate may be evoked more than once but ethylene exposure hastens their senescence, shortening their storage life and potentially causing a loss of eating quality. (<https://en.wikipedia.org/wiki/Ripening>)

METHODS

To serve the purpose of the study that is to attest wild sunflower as an agent that inhibits the release of ethylene gas to prolong the shelf life of banana fruits, experimentation was conducted. The three varieties of banana particularly: Lacatan, Latundan, and Saba with the leaves and stems of wild sunflower covered with plastic were utilized in this study to affect the delay in the ripening process of bananas. A total of 10 kilograms per replicate was used in the experimentation. To observe the effect of prolonging the shelf life of bananas, the storing time lasted for 48 hours in the three varieties of bananas. Banana alone and calcium carbide were also used as a control group in the experiment.

RESULTS

Based on the results, the wild sunflowers' leaves and stems delayed the ripening of banana in T1, T2 and T3. In the 3 varieties of banana, the treatment having 1.5 kg of wild sunflower took the longest for about 264 hours and above days to preserve the freshness of the bananas. The odor and taste of the banana done with the respondents were acceptable.

DISCUSSIONS

The data after 24-48 hours of storage and the color and appearance of the fruits were recorded and subjected to statistical analysis using ANOVA. Results showed that the stems and leaves of wild sunflower began to decompose before 48 hours. The release of methane combines with oxygen in the decomposition process resulted in the formation of CO₂ and H₂O, which made the decrease in the level of ethylene gas from bananas (Pantastico 1975).

KEYWORDS: WILD SUNFLOWERS, BANANAS, ETHYLENE, METHANE

SUBMISSION ID: R04A-TANAUA-0078

A Barricade of a Student Employee: The Academic Journey of Working Learners

Ivory Chynne Almonte

Abstract

INTRODUCTION

Working while studying is becoming an increasingly common phenomenon among students. Many children live in economically deprived families and hence have to work to ensure the survival of themselves and their families. Factors that have to do with a lack of quality of the education system can also lead to children leaving school and entering the labor market before they have completed education. However, many students want to pursue studying to reach their dreams. This study will be a tool in knowing the concrete scenario of the bonspiel of a certain working student.

METHODS

This employed a qualitative research design. Multiple case study approach was used in this study to gather information. Multiple case study was utilized as it recognized the importance of the subjective human creation of meaning (Searle, 1995) but does not reject outright some notion of objectivity. We employed in-depth interviews, observation to ensure a rich pool of data. Besides, these data gathering techniques also enabled me to present a comprehensive cross-case analysis and a thorough comparison of the experiences of working students.

RESULTS

Five themes emerged upon gathering the information and characteristics of being a working student and these are as follows: set your priorities, learn to be happy, be a good multi-tasker, manage your time properly. Findings revealed that the aspiration of being a working student was self-efficacy, work hard and make it happen, and self-motivation.

DISCUSSIONS

It showed them how to juggle the huge number of contribution, schoolwork, and get-togethers that they visit. In like manner, they figured out how to be adaptable and pushed them to sort out their lives. Consequently, teachers need to consider the circumstance of these working students since they are coping with their subjects. Studying needs a relaxed mood and for the working students, who are frequently tired from working, the administration should consider the relevant factors that will enable these students to work while still do well with their studies. While they buckle down, they will likewise feel the benefit of finding out more and building up their aptitudes that can add to their development as people.

KEYWORDS: Working students, Academic Performance, Time Management

SUBMISSION ID: R011-COMPOS-0008

A Bid to Tap the Mother Tongue as Reading Bridge to English of Grade 2 Pupils

Catherine Abinal, Department Of Education

Abstract

INTRODUCTION

This study focused on a bid to tap the Mother Tongue as Reading Bridge to English of the Grade 2 pupils in Bato District. It drew out the profile of the reading level of the grade 2 pupils in the different types of schools in Mother Tongue and in English. It tested the significant difference of the pupils reading level in Mother Tongue and English.

METHODS

This study utilized the descriptive-evaluative method of research. The respondents answered the researcher-made questionnaire and analyzed the reading level of the pupils.

RESULTS

The study assesses the use of Mother Tongue as reading bridge to English of the Grade 2 pupils in terms of improving the pupils' reading level, study habits, facilitated learning, and academic performance.

DISCUSSIONS

The following are the recommendations for future investigations: the effectiveness of a mother tongue-based multilingual education to improve learning outcomes; the constraints encountered in the implementation of mother tongue-based multilingual education; factors that affect the teaching competencies of teachers in teaching mother tongue; and intervention strategies utilized by the teachers to improve pupils' reading level using mother tongue as medium of instruction.

KEYWORDS: Mother Tongue-Based Reading Bridge

SUBMISSION ID: R005-CAMSUR-0148

A Case Study: The Experiences and Predicaments of Parents Having Autistic Child

Gracia Esguerra, BRAVE

Abstract

INTRODUCTION

Inclusive education gives equal opportunities to learners with special needs. The main objective of this study is for the teachers to be partners with parents in nurturing the autistic children and to make them realize the worth of each individual who may be having special needs and yet become functional individuals. Along with the objective, this study aimed to seek better ways in dealing with autistic children and understanding their needs in order for them to cope up with their difficulties in studying with the regular learners.

METHODS

Qualitative Research Method was used in the study since this work required profound pieces of evidence on the experiences and predicaments of parents having an autistic child. It also used Case Study Methodology on the three purposively selected autistic children in the District of Calatagan. It sought to describe the experiences of parents who have autistic children. Semi-structured interviews were conducted with parents from three families having children with autism residing in three barangays of Calatagan, Batangas.

RESULTS

The three parents described children with autism as "living in their own world," so parents too experienced the same feelings. Those parents ultimately felt that they were now having to "go it alone" in some aspects of their daily lives, but especially with respect to dealing with the challenges of parenting and caring for an autistic child.

In "having the world of our own," parents described a world that was left to them, as such gave them a feeling of isolation from the mainstream. Parents' sense of being isolated is considered as arising from three main sources: lack of understanding by the society, missing a "normal" way of life and feeling disconnected from the family. Hence, it provides salient information that will be helpful to the autistic children; their parents, and the teachers.

DISCUSSIONS

The results may allow readers to gain a better understanding of the lived experiences of parents with autistic children. In order not to limit the parents' account of their experiences, using the word parenting was avoided in the description of the overall purpose. In doing so, parents shared with us not only aspects of their parenting role but also other aspects of their lives that were essential to their lived autism experience. Findings in this study revealed both similarities to and differences from previous researches in or outside of the country.

KEYWORDS: autism; children; caregiving; families; mainstream learners, parenting; world

SUBMISSION ID: R04A-BATANP-2012

A Common Experience of an ABM Student

Jezreel Miranda, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

The research aims to identify the common experiences of an ABM student of General Mariano Alvarez Technical High School of the school year 2017-2018. The experiences include both internal factors (course requirements, teachers, and school administrators) and external factors (extra-curricular activities, personal matters, etc.).

METHODS

The researchers gathered information through a survey questionnaire with open-ended questions. The research is only limited to some of the ABM students of General Mariano Alvarez Technical High School.

RESULTS

The study revealed that majority of the students who took up the ABM strand dislikes the activities that the strand requires such as the things that involve math in spite of having the anticipation of these activities before they took up this track.

DISCUSSIONS

The study suggests that anticipation and readiness before choosing this standard essential. Students should be aware of the consequences, risks, and activities that this track requires.

KEYWORDS: experience, abm, student, senior high, kto12, gmaths

SUBMISSION ID: R04A-CAVITP-0634

A Comparative Analysis of the Curricula and the Pedagogical Innovations in the Selected Private Schools in the Province of Cavite

Gladys Encarnacion, NAIC NHS

Abstract

INTRODUCTION

Curriculum and pedagogy are two of the most essential components of an educational system. Both must be critically studied before implementation in order to be sure that they will match the vision and mission of the school and that they will meet the learning needs of the students. This study intends to compare the curricula and pedagogical innovations of the selected private schools in the province of Cavite and to determine curriculum adjustments and pedagogical innovations done by the three private schools in order to meet the demands of the nation and of the world.

METHODS

This research made use of the qualitative approach in obtaining the needed data. The respondents of this study were the principals and selected (by the schools' principal) faculty members of the three private schools in the province of Cavite, specifically from Rosario, Naic, and Kawit. After the approval, the interview guide was constructed and finalized. The researcher interviewed the principal and the teachers (chosen by the principal). Results were consolidated afterward.

RESULTS

It implies that the three private schools, though they have the freedom to choose the kind of curriculum that they would implement, also support the program of the government by employing the curriculum mandated to public schools in their respective institutions. However, even though they are all following the same curriculum, they still differ in their manner of implementation.

Two among the three private schools invested on modern facilities in the ICT, Science, and multimedia laboratories which in turn improved the teaching and learning condition in their respective schools. On the other hand, one among the three invested on modern equipment but not as much as the two others; teachers were encouraged to focus on the hands-on and practical application of learning.

DISCUSSIONS

Curriculum change is part of the education system's way of coping with the changing needs of society. It is also expected that with the change of the curriculum, pedagogical innovations must follow. As the curriculum is being revised in order to meet the demands of the world's workforce society, teaching pedagogies and innovations must also be considered to meet the different learning needs of the students so as to be sure that the graduates are equipped with themuch-needed knowledge and skills that they will need in order to become competitive and productive in the field that they will choose.

KEYWORDS: Curricula, Pedagogical Innovations, facilities, private schools

SUBMISSION ID: R04A-CAVITP-0952

A Comparative Analysis on the Outcome of the Program Dapat and Dapat-Sapat: An Intervention Program in Reading Comprehension in Filipino among Selected Grade 7 and 8 Students of Geanhs-Bailen

Russel Bitchayda & Marvin Anor, GEANHS-Bailen

Abstract

INTRODUCTION

As the Philippines implemented the change in the educational system, the K - 12 plays an essential role in achieving 21st-century learners. Through continuous experimentation of strategies, methodologies, approaches, training and enhancements are provided to teachers, the perennial problems in education still exist. One of those is the difficulty in reading comprehension especially in language subjects (e.g., Filipino, English). Thus, this paper presents the comparative analysis of two (2) different intervention programs given to selected Grade 7 and 8 Students of Gen. E. Aguinaldo National High School- Bailen conducted last 2017-2018 and 2018-2019

METHODS

Results from the two (2) intervention programs were the main source of data. The first intervention program (DAPAT) was conducted from October 2017- January 2018. The second intervention program (DAPAT-SAPAT) was conducted from October 2018- January 2019. The students were given pre-test to determine the beneficiary of the program. The identified 30 respondents were given interventions and tests eight times a month to identify the level of reading comprehension skills before and after the implementation. At the end of the program, the respondents were given post-test to determine the significance of the study and the paired T-test was used.

RESULTS

The findings have spoken that there is a slight improvement on the first and second month of implementation of the two programs. In fact, the program DAPAT garnered 63.33% MPS on the first month and 66.58% MPS on the second resulting to 3.25% difference, while the program DAPAT-SAPAT garnered 64.14% MPS on the first month and 67.75% MPS on the second resulting to 3.61% difference.

On the contrary, the third and fourth month of implementation made a drastic change in the RESULTS

It garnered 76.083% MPS and 88.583% MPS with 12.5% difference and 76.17% MPS and 90.58% MPS with 14.41% difference. The implementation, as interpreted, has an extreme significance to the development of the reading comprehension skills of the students. Generally, the two programs garnered 54.22% MPS with 18.29% difference and 62.13% MPS with 18.93% difference.

DISCUSSIONS

This study concludes that there is an extreme significance to the development of Reading Comprehension Skills among selected Grade 7 and 8 students of the two intervention programs conducted by the Filipino Department of Gen. E. Aguinaldo National High School-Bailen.

KEYWORDS: DAPAT, DAPAT-SAPAT, K to 12 Curriculum

SUBMISSION ID: R04A-CAVITP-0434

**A Comparative Analysis: Effectiveness of Traditional Reading Strategy
Using the Teacher- made Flash Cards Vs. Multimedia Approach on the
Reading Intervention Program of the Identified Non-Readers o**

Mary Anne Abrigo

Abstract

INTRODUCTION

To read without learning and to read without comprehension cannot be called reading. As the child enters the school, our main goal as a teacher is to develop their reading ability. Despite the efforts of the teachers in teaching and doing their craft, still, there are pupils who are below the expected learning ability. They can distinguish letters but it's hard for them to read it when it's combined with other letters. They cannot show phonological awareness, unlike their classmates. And so for this, remedial teaching or reading intervention was placed as an alternate approach to instruct this kind of learner. Teachers use varied traditional teaching styles such as peer-teaching, one-on-one tutorial, and multimedia for this program to look for a solution into this long- time problem.

METHODS

The pupils who will be identified as non- readers in Grade 3 after the conduct of GST or Group Screening Test in the current school year 2018- 2019 will be the beneficiary of the project. The identified non-reader pupils will have their school reading intervention such as traditional reading strategy using the teacher-made flashcards and using the multimedia approach will identify which is more appropriate and effective in the reading development of the children. The pupils were grouped into two: the first group will use the traditional technique of reading intervention and the other group will use the multimedia approach.

RESULTS

One of the possible issues that arose during the implementation of the research is the willingness of the pupils to learn and the active participation of the parents as well. The researchers found it difficult to follow the time table in the implementation of the project.

A series of test for ten weeks has been given to the pupils to test what are the things they already knew from each previous lessons and topics. Thereafter, the researchers computed and compared the results to know the effectiveness of the two strategies.

DISCUSSIONS

After having a research-based reading intervention, answering a series of test questions, it is evident that traditional reading strategy using the teacher-made flashcard is more effective. Children read more, analyzed the letters easier, combined words and read words after a rigid intervention and everyday monitoring of the 16 non-readers of the grade level beneficiary of the project.

KEYWORDS: Intervention, Reading, Non-Reader, Flash Card, Multimedia

SUBMISSION ID: R04A-CALAMB-0004

**A Comparative Study: The Performance in Mathematics of First Year
Special and Regular Sections in Pedro Guevara Memorial National High
School Santa Cruz, Laguna**

Divine S. Oarga & Renalyn D. Mendez, STI College

Abstract

INTRODUCTION

Mathematics has an intrinsic beauty and coherence that attracted practitioner for centuries. It is a surprisingly useful tool for describing the natural world. Mathematics is also one of the most hated subjects, maybe because they have no interest in it. Interest is one crucial motivational factor in learning. Therefore, Math needs to be relevant to everyday life. In PGMNHS, academic programs vary tremendously between individual and regular students. The special section appears to have more rigorous academic programs and more likely to have taken advanced Mathematics as well as Science than those in regular sections which focus more on the traditional lecture classes. The researchers aimed to identify the comparative difference between the performance in Mathematics of the first year special and regular section in the said school.

METHODS

The researcher used a descriptive method of research. It was utilized through statistically treated questionnaire-checklist taken by two sets of students, 50 first-year high school students who came from the special section and 50 first-year high school students who came from the regular section. The researcher used a statistical treatment such as weighted mean and chi-square to determine how the students performed in their Mathematics class and their differences in interest, attitude and learning style.

RESULTS

Based on the data gathered of the researcher, the mean level of interest in the individual and regular section were 3.26 and 3.28, respectively. The mean level of attitude in the individual and regular section were 3.48 and 3.6, respectively. The mean level of learning style in the exclusive and regular section were 3.74 and 3.90, respectively. Most of the first-year students in particular and regular section got a grade of 88.34 and 87.5, which has the same interpretation as satisfactory.

DISCUSSIONS

Most of the respondents in the special section are in the grade bracket of 88-89 which interpreted as "Satisfactory" while the respondents in the regular section are in the grade bracket of 87-88, which interpreted as "Satisfactory." To summarize, there is a significant difference between students from a unique and regular section in terms of their interest and has no significant difference in terms of their attitude and learning style. Therefore, the hypothesis that there is no significant difference between the students from a unique and regular section in terms of their interest, attitude and learning style is "partly supported" based on the treated responses of the students.

KEYWORDS: COMPARATIVE STUDY, PERFORMANCE IN MATHEMATICS

SUBMISSION ID: R04A-LAGUNA-0036

Development of Supplementary Worksheets in Enhancing Pupil's Proficiency Level in Solving Word Problems Involving Multiplication at Miranda Elementary School

Bernadette Austria, Batangas Province

Abstract

INTRODUCTION

This research focused on the reasons why pupils encountered difficulties in solving word problem specifically in multiplication and developing effective and efficient learning tools and interventions to enhance learner's ability in solving a multiplication word problem.

METHODS

The researcher makes use of a questionnaire to identify and analyze the proficiency level of the students in solving a word problem involving multiplication. It consists of 5-word problems involving multiplication as a fundamental operation.

RESULTS

QUESTIONS	FREQUENCY	PERCENTAGE
NO. 1 3	.7%	
NO. 2 4	12.9%	
NO. 3 12	38.7%	
NO. 4 10	32.2%	
NO. 5 2	6.5%	

DISCUSSIONS

The given test results revealed that students have difficulties in the analysis of word problem. They misinterpret the problem that leads them to use incorrect mathematical operation. They also exhibit other factors such as carelessness, understanding unfamiliar words and they did not memorize multiplication table as well

KEYWORDS: Bernadette

SUBMISSION ID: NCR1-MAKATI-0012

A Comparison of the Effects of Story Reading and Storytelling on Memory and Story Comprehension of Grade VI Pupils

Neneth Ersando

Abstract

INTRODUCTION

Reading is an important language skill and a highly complicated act that everyone must learn. The educational value of story reading is widely accepted. Reading aloud motivates students to read more challenging books and a greater variety. Storytelling aloud fosters the desire to read independently. Students, especially elementary school pupils, are often unable to comprehend a written text effectively. Therefore, storytelling aloud, the focus of this study, is one of the factors that motivate students to read and improve their reading fluency and comprehension.

METHODS

The present study was carried out with selected Grade VI pupils from Indang Central Elementary School following a control-group pretest-posttest design. This was implemented by dividing 34 Grade VI pupils into experimental and control groups. Pupils in the 1st group or the control group (n=17) were subjected to a story reading alone on their seats. In the second group or the experimental group (n=17), storytelling aloud was implemented in which one pupil was selected as the storyteller. T-test of the independent sample was used to determine if there was a significant difference in the story comprehension of Grade VI pupils between pupils subjected with story reading alone (control group) and storytelling aloud (experimental group). The statistical significance level was set at $\hat{I} \pm < .05$.

RESULTS

There was a significant difference in the ability to remember story information scores between the experimental group and the control group. The performances of pupils in terms of ability to remember story information in the experimental group significantly differed from the control group. There was no significant difference in the story comprehension scores of pupils in the experimental group and the control group.

DISCUSSIONS

The results show that storytelling enhances the pupil's ability to recall important facts about the story than reading stories. Storytelling requires more imagination than reading a story from a book. The story comprehension performance of pupils is generally the same in storytelling aloud and story reading. Thus, telling stories and reading stories produce the same level of story comprehension among Grade VI pupils. Combining these approaches could provide compelling literature experiences to influence the oral language development and story comprehension of pupils, which are critical factors in their literacy development.

KEYWORDS: Comparison, Effects, Story Reading, Story Telling, Memory, Comprehension

SUBMISSION ID: R04A-CAVITP-0384

A Continuous Improvement Program: Project STAR (Strengthening Technicalities and Abilities in Reading)

Christina Tolentino, Department of Education

Abstract

INTRODUCTION

Introduction

Despite the technology and modernization in society, it cannot be ignored that reading still plays a vital role in education. A person is restricted in what he/she can accomplish and achieve without good reading and comprehension skills. As Department of Education (Department of Education) urges teachers to continue exerting efforts that will help instill the value of learning among their pupils and students, the proponents of this paper believe that teaching the fundamental skills in reading while they are still young is the best accomplishment they can give and contribute to education. In line with this, having 154 students and five teachers in Lumampong Balagbag Elementary School, this dilemma in reading might be apparent in the said school. With that being said, the researchers aim to address this reading dilemma focusing on Grade I and II Pupils.

METHODS

This action research paper focused on students from Grade I and Grade II in Lumampong Balagbag Elementary School. As for the objective of the primary stage of this paper, it utilized the Marungko Approach to assess the reading level of the students.

RESULTS

15 pupils out of 22 Grade I pupils were identified as non-readers and slow readers based on the reading assessment conducted by the teachers.

Eight pupils out of 23 Grade II pupils were identified reading ability in frustration level based on the reading profiling.

DISCUSSIONS

This alarming growth of pupils with frustration level in reading urged the school personnel to address such concern. Poor reading ability will affect the studies in all subject areas. It will be the root of low achievement and performance level.

On the record, Lumampong Balagbag Elementary School has 23 pupils out of 44 were identified as children at risk in reading in Grades I and II. Thus, they are the focus of Project STAR (Strengthening Technicalities and Abilities in Reading).

KEYWORDS: READING

SUBMISSION ID: R04A-CAVITP-0597

A Critical Description of Management of Developmentally Appropriate Practices in Early Language, Literacy, and Numeracy (DAP in ELLN) in K to 3

Jocelyn Aquino, Department of Education

Abstract

INTRODUCTION

Language, Literacy, and Numeracy are skills that every learner should be acquired and developed that need developmentally appropriate practices in planning and instruction in order for them to succeed in their life.

METHODS

It utilized a non-experimental, descriptive type of research to describe the existing implementation of DAP in ELLN in K to 3 in Bukandala Elementary School. It is done to understand what kind of management and leadership we need to effectively and promptly deliver DAP in ELLN in K to 3. It is also made to find ways of involving the first members to the education community - the parents - in realizing the importance and benefits of DAP in ELLN in their children's education.

RESULTS

The management of DAP in ELLN as perceived by the K to 3 teachers in terms of vision and mission, faculty training and development, curriculum and instructions, learning environment and facilities. Using the four-point response, the alignment of management of DAP in ELLN to Department of Education's vision and mission, faculty training, and development, curriculum and instructions, learning environment and facilities got an overall mean of 3.51 or very high efficiency and promptness.

DISCUSSIONS

Based on the findings, there is an assurance that every child is being formed to the spirit of learning through life and acquisition of the required 21st century skills and technology inclusive of the values proper of a Filipino (Education Act 1982) as well as in the mastery of core competencies and skills and acquiring primary language, literacy and numeracy (DO No. 12, s. 2015). K to 3 teachers are highly and adequately trained and assessment of their needs. They provide learners time for other learning opportunities beyond the classroom, thus allowing for a more holistic development that is globally competitive based on a pedagogical sound curriculum that is at par with international standards (RA 10533, Section 2 (a). Adequate and functional reading corners, library, and reading part of the school in the implementation of ELLN and accountable for the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources (Education Act 1982).

KEYWORDS: Critical Description, Developmentally Appropriate Practices, Early Language, Literacy and Numeracy, K to 3

SUBMISSION ID: R04A-IMUSC1-0100

A Descriptive Study of Master Teachers' Duties and Responsibilities of Padre Garcia District

Lisel Bargamento, Department of Education Padre Garcia

Abstract

INTRODUCTION

Master teachers are regarded as "best" or "expert" teachers in the school environment. To describe the duties and responsibilities of master teachers in the District of Padre Garcia is the aim of this descriptive study. This study aims to establish the concept of a master teacher in the educational system and the significance of research about the roles and responsibilities of the master teacher to be active and efficient role models to educators. Also, to come up with programs and training to assist master teachers in carrying out their roles and responsibilities to be effective and efficient in their position.

METHODS

Respondents of this study were male and female teachers from public schools in the district of Padre Garcia. A survey questionnaire was adapted from the previous study was equally given to respondents. An equal number of respondents were taken from each stratum of the population. Each school was given three sets of questionnaires to be answered by some faculty members. Surveys were distributed, gathered, tabulated, and analyzed.

RESULTS

The results indicate that master teachers focus and give importance to "maintaining harmonious relations with superiors, students, public officials, and co-teachers." As part of their duties and responsibilities. While master teachers focus less on their duty and responsibility as "as a demonstration teacher." Based on the findings, the master teachers focus and give importance to maintaining harmonious relations with superiors, students, public officials, and co-teachers. As part of their duties and responsibilities, while master teachers focus less on their duty and responsibility as a demonstration teacher.

DISCUSSIONS

As always observed by the teachers, the master teachers mostly attend professional meetings, in-service training, and related activities for self-growth and advancement and monitor the maintenance of discipline between and among teachers and learners. However, it often observed them serve as a demonstration teacher and conducts demonstration teaching, sharing effective techniques or strategies and helps identify potential demonstration teachers. These findings implied significant action for the improvement in carrying out their roles as master teachers.

KEYWORDS: best, expert, demonstration teacher

SUBMISSION ID: R04A-BATANP-0158

A DRRM Needs Analysis in San Pascual Senior High School I

Chris B. De Jesus & Costancia H. De Villa, San Pascual Senior High School I

Abstract

INTRODUCTION

San Pascual Senior High School 1 occupied its new building located at San Antonio, San Pascual, Batangas. Particular unnecessary objects were present in the environment of the school, which can cause damages to school property or its people. However, the school still wanted to strengthen its adherence to the Implementing Rules and Regulation of the Republic Act 10121 or known as "An act strengthening the Philippines Disaster Risk Reduction and Management System, providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan, Appropriating funds therefore and for other Purpose. The school wanted to identify the different hazards in the school and the immediate responses to coping up with this hazard.

METHODS

This study entitled A DRRM Needs Analysis in San Pascual Senior High School 1 used descriptive - qualitative research. It used thirty-five (35) teachers, five (5) Supreme Students Government (SSG) officers as respondents of the study. A structured questionnaire was used in collecting the data, and it was qualitatively analyzed using the thematic method.

RESULTS

Based on the results, the most hazardous entity is its low-lying area which was prone to abrupt flooding, presence of objects that might cause harm to the students during the earthquake and tapped electric supply from neighbor school which supplies the power to the whole school. The respondents reported that they perform necessary measures to counteract the possible effects of these hazards such as planting plants inside the campus to lessen flooding, putting different objects on the high area. Moreover, the school is following the drills ordered by the Department of Education to at least prepare the school for the inevitable occurrences and also installation of fire alarm and a fire extinguisher in each floor of the building. Meanwhile, the school experienced challenges in its location due to the identified hazards.

DISCUSSIONS

The output of this research was more helpful to secure the school. As a result, the manual was presented to the teachers to make them totally aware and knowledgeable on some strategies and proper ways to do in order to eliminate hazards. With this, schools and stakeholders can have positive attitudes toward school and most importantly, toward education due to it is safe, secure, and free from hazard institution. The result can also be shared with other schools who want an idea on how to increase readiness and preparedness.

KEYWORDS: Awareness

SUBMISSION ID: R04A-BATANP-2196

A Flawed ESL Learning Environment through the Lens of Public School Teachers: A Phenomenological Inquiry

Susan Umandap

Abstract

INTRODUCTION

In a situation where education takes place in an environment which is not comfortable, convenient, appreciating, conducive to learning, and relaxing to stay like a cover court, the teachers, staff, and parents can either accept this as a school for the students or transfer them to another school. In the case of the present study, there is no other option for the clients of Calamba National High School - Annex to study except in the covered court of San Cristobal, Calamba. This is because they have to wait for their new school building to be constructed.

METHODS

This study was conducted to look into the lived experiences of the other teachers teaching English as a Second Language in the covered court of Calamba National High School - Annex and how the teachers manage the teaching-learning that they have at present. Using the guide questions were equipped with the researcher to further conduct her interviews in video-record type

RESULTS

Teaching is what they want to do all their lives. They love teaching, their students, and their school. The responses of the participants showed their burning passion for teaching ESL. Their passion for teaching manifested in some ways: obedience to the superior, taking sacrifices and facing challenges. The most essential view manifested through the lens of public teachers on the perplexities of a flawed ESL learning environment is the line: "This is my profession, and I have to enhance it through thick and thin", which implies that any perplexities in the learning environment are nothing compared with teacher's strong stand for her profession which demands enhancement from time to time.

The study proposes a photo composition that is deemed useful as an output.

DISCUSSIONS

The participants defined or described an ideal learning environment in three different ways: co-teacher no. 1, provided its definition as an institution, while co-teacher no. 2 described ideal learning environment as a structure or placed conducive to learning, and co-teacher no. 3 defied its traditional meaning, instead she looked another perspective of an ideal learning environment which is "anywhere that any person may learn something".

KEYWORDS: susanresearch

SUBMISSION ID: R04A-CALAMB-0351

A Framework of Teacher Characteristics for Student Motivation

Paulino Castro, Division Of Calamba

Abstract

INTRODUCTION

Undoubtedly, the teacher's personal and professional qualities are essential in quality instruction. The effectiveness of a teacher is thereby measured when he or she can satisfy the motives and needs of the learners, thus allowing the students to achieve the process as exhibited by the expert interplay of both professional and personal qualities which play a vital role in motivating the learners. The study aimed to describe the characteristics of science teachers to enhance student motivation of four public high schools in the Division of Calamba City.

METHODS

The descriptive correlational design was employed in this study. Three groups of the respondent, which consist of high, average, and low performing students, were drawn purposively from each school. The research instrument used was a combination of self-made validated and adopted validated survey questionnaire aimed to assess teacher characteristics in terms of pedagogical competence, evaluation skills, professionalism, physical characteristics, psychological characteristics, emotional and social skills, and extra assistance. The data obtained from the survey were analyzed using the arithmetic mean to describe the perception of the respondent. The Pearson-Product Moment Coefficient of Correlation was used to determine the relationship between teacher characteristics and student motivation.

RESULTS

It was found out that the perceptions of students on characteristics of science teacher were "highly observed." The top three components of teacher characteristics found in the study which are considered strengths were professionalism, extra assistance given to students, and psychological characteristics. While weaknesses found were evaluation skills, pedagogical competence, physical characteristics, and social and emotional characteristics. The study revealed that the academic achievements of students are significantly related to teacher characteristics.

DISCUSSIONS

Based on the result, a framework of teacher characteristics' to enhance student motivation was developed. Indicators which considered weaknesses were provided strategies to improve teachers' practice as perceived by the respondents in teaching Science that in effect, it will help increase student motivation in Science subject.

KEYWORDS: pedagogical competence, evaluation skills, professionalism, physical characteristics, psychological characteristics, emotional and social skills, extra assistance given to a student

SUBMISSION ID: R04A-CALAMB-0431

A Game "CONCEPTO CARD" an Innovation in Teaching and Learning Grade 7 Mathematics

Merle Bulaon, Department Of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Learning mathematics presents various challenges for many children. Interactive, immersive games can consume children's attention for hours while providing them with practical instruction and an engaging learning experience. Games have been widely used to promote children's mathematics achievement in various domains, including problem-solving and algebra skills (Abramovich, 2010). According to Tucker (2012), as cited by Yumul (2018), students engaged themselves to work with the concepts which are advanced and resulted in collaborative learning. In this matter, the teacher keeps on searching for strategies and approaches that needs of the learners. Teachers must serve as facilitators and shift from the traditional way of teaching. In improving the performance of students in mathematics like the present study, group activity gears learning to student needs. This study determines to use a game "CONCEPTO CARD" in teaching and learning Grade 7 Mathematics to help improve the performance level of the students. Mathematics teacher introduces games to encourage students to learn and improve their learning skills and abilities.

METHODS

This study is a descriptive research design. Simple random sampling is used to determine the participants of the study. Forty students from Grade 7 of Camp Vicente Lim Integrated School and G7 Mathematics Teacher will use a game using "CONCEPTO CARD." This study will implement in the first grading period of the school year 2018-2019. It will use quantitative analysis and also utilize the one group pre-test and post-test research design. The "CONCEPTO CARD" is develop aligned with the given competencies for the K to 12 Program from the first grading period.

RESULTS

The study disclosed that there is a significant difference between the mean performance of the students in the pretest and posttest after the utilization of a game "CONCEPTO CARD" in teaching and learning. The developed materials in Grade 7 Mathematics is by the competencies as prescribed by the K to 12 Basic Education Curriculum.

DISCUSSIONS

Students engaged themselves to work with the concepts which one advanced and resulted in collaborative learning. The findings of the study may provide Mathematics teachers and School Head guidance and direction on what to consider as necessary elements in the improvement of teaching mathematics. Mathematics teachers of CVLIS will utilize the materials.

KEYWORDS: mathematics, concepto card

SUBMISSION ID: R04A-CALAMB-0422

A Look at Teachers' Spillover Effects in Buck Estate National High School

Leovy Mirabona

Abstract

INTRODUCTION

Spillover Effect refers to the tendency of one person's emotion to affect how other people around them feel (Psychology Glossary). Teaching is a challenging profession. There are many problems for teachers that make the profession more complicated than it has to be. This does not mean that everyone should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. These problems sometimes make it feel as if you are continually fighting an uphill battle. However, most teachers find a way to overcome this adversity. They do not allow obstacles to stand in the way of student learning. (Meador,2016)

METHODS

The researcher utilized the descriptive method in order to determine the spillover effects of work-life balance on the job performance of teachers in the Buck Estate National High School.

RESULTS

1. Educational Factors has the highest influence on the job performance of a teacher with a mean frequency of 49.6 percent.
2. There a significant relationship between the factors that influence the job performance of a teacher and the spillover effects of their work performance.
3. The teachers, strongly agree on the positive spillover effects with the record of 50.8 percent.
4. In contrast with the positive effects, few teachers, which equal to 9.6 percent, strongly agree on the negative effect of spillover on their job.

DISCUSSIONS

The tool used gives information about the respondents' data in terms of age, sex, civil status, highest educational attainment, current designation at school, no. of hours travel from home to school, if they work in public or private school, no. of students handled, employment status, length of service as a teacher and level handled. It also tells about the respondents' perceptions of the factors that influence the job performance of a teacher, in terms of demographic factors, organizational factors, personal life factors, institutional factors, and environmental factors. On the other part of the tool were asked the respondents' perceptions of concerns that may affect his/her performance on the job as a teacher in terms of personal life concerns and work-life concerns. Statistical tools were used in the study to interpret and analyze the data gathered by researchers.

KEYWORDS: A LOOK AT TEACHERS' SPILLOVER EFFECTS IN BUCK ESTATE NATIONAL HIGH SCHOOL

SUBMISSION ID: R04A-CAVTP-1182

**A Look at the Coping Mechanism and Impacts of Broken Family to the
Academic Performance of the Senior High School Students of
Rodriguez National High School**

Facto, Seth Francis Ayrrol G.

(Adviser: Imari Meryl Roxas)

Abstract

INTRODUCTION

Family is an essential factor for humans' holistic growth. Nowadays, a family could be two things, complete or broken. The loss of emotional and physical comfort, which should be provided at home can be a leading indicator for a child to be rebellious. The study was conducted to the selected Senior High School Students of Rodriguez National High School who were currently having this problem. Students at this age are the most effective respondents since this is the time when a person discovers how to confront problems, and learns how to live with it.

METHODS

Multiple methods were used in the conduct of this study. We conducted a face-to-face interview with the selected respondents, and a set of semi-structured questions were also given. Afterward, a documentary analysis was done as a basis for the intervention of this study.

RESULTS

Results show that 8.44% of the Senior High School belongs to a broken family. Many of the respondents agreed that their performance in school was affected by their parents' separation and that the concept of family should be composed by a mother, a father, and a child living together. 88% of the respondents said that because of their parents' separation, they become more open to friends rather than be close to their parents and they were able to cope with their loss through being more active in school and maintain a positive outlook in life.

DISCUSSIONS

The results demonstrate the needs to create an open forum focusing on reducing the negative impacts of broken family to the holistic growth of a child. This served as a primary intervention of the study while a short reflexive film was presented before the open forum to heighten the emotions of the respondents and stakeholders.

KEYWORDS: Broken Family, Separation, Coping Mechanisms, Reflexive Film, Academic Performance

SUBMISSION ID: R005-CAMSUR-0026

A Model of Preparing Written Tasks Using Digital Technology for Grade Five Pupils

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Abstract

INTRODUCTION

Nowadays, technology is considered as one of the necessities in our lives, including education. As the technology flourished and developed, new teaching strategies and techniques must be used to cater to the needs of the current generation. This study aimed to form a model in preparation for writing tasks using digital technology for Grade 5 pupils. The specific purpose of this study is to construct writing activities using digital technology based on the model PAGSULAT and to test the effectiveness of the various activities using the same model.

METHODS

The researcher used the descriptive-developmental method. The writing activities passed through the validations and were approved by three experts. The researcher gave importance to and considered the outcome of the results of the feedback made by the experts in revising the writing activity. The evaluation of the writing activities was analyzed by five experts who used questionnaires and interviews for the pupils. Then, the data were analyzed. The Likert Scale was used as an analytic instrument to evaluate the writing activities.

RESULTS

The results of the analyses pointed to the fact that digital technology enhanced the skills in the writing of the pupils. The study also showed that the model PAGSULAT has been useful and practical for learners to enhance their writing skills.

DISCUSSIONS

Based on the findings, the researcher recommended that digital technology can be applied: 1. to give a chance for the teacher to use this technology in a classroom setting; 2. to have a program that will intensify the knowledge of the technology so that it can be in line with the teacher's abilities; 3. to conduct a continuous program of discovering new ways, new techniques and methods, and instruments in using digital technology that can answer the needs of the current generation of learners; to use this study and enrich the model PAGSULAT which will thereby, make it more useful and practical to the learners and the teachers.

KEYWORDS: model, writing tasks, digital technology

SUBMISSION ID: R04A-IMUSC1-0036

A Narrative Inquiry of Brigada Eskwela Hall of Famers Regarding their Contributions in the Development of Public Schools in the Division of Cavite Province

Ellen Lopez & Marlene Panganiban, Department of Education - Cavite

Abstract

INTRODUCTION

Every Filipino child deserves to have a quality education; this was a great challenge in our country. Since 2003 the Department of Education is implementing Brigada Eskwela as part of the Adopt-A-School Program. Brigada Eskwela is a prolonged week activity in the whole country which enables teachers, parents, students, alumni, community members, government and non-government organizations to work hand-in-hand in doing minor repairs, repaints and clean-ups on their schools in preparation for the start of the school year.

METHODS

The proponents used a Narrative Inquiry method of Qualitative Research. For more in-depth and more detailed descriptions of the experiences of the schools, the proponent will have an interview of the School Heads and Adopt-A-School Coordinators of participating schools such as Trece Martires City Elementary School, Trece Martires City National High School, Tanza Trade National High School, and Alfonso Central Elementary School. By engaging participants in conversation through less structured interview questions, sharing stories and experiences.

RESULTS

The Brigada Eskwela Hall of Famers in the Division of Cavite gave hope and inspired people inside and outside the public schools they were involved in schools through generating resources in any form. District Supervisors, School Heads, and Teachers have been motivated to look for more possibilities in looking ways on how to increase the participation and commitment of education partners in mobilizing all of its resources not just by taking the role in planning but more importantly in its implementation.

DISCUSSIONS

Brigada Eskwela Hall of Famers has been continued doing their best practices in terms of establishing linkages and partnerships that helped them to generate resources for the funding of Brigada Eskwela accomplishments. We also identified the challenges of the School Heads, teachers and other staff before, during and after the conduct of Brigada Eskwela and how did the schools sustain their exemplary performance for three (3) consecutive years in the Brigada Eskwela implementation that made their schools "Hall of Famers" and ascertain how did Brigada Eskwela affects the school's morale as a whole. The stories that will be presented in this research will surely demonstrate how much the communities cared for schools and their experiences will be great testimonies to motivate and help all the schools in the country particularly the public schools in the division of Cavite Province.

KEYWORDS: Partnership, Brigada Eskwela, Hall of Famers, Education

SUBMISSION ID: R04A-CAVITP-1305

**A phenomenological study on the devotion of select Iglesia Ni Cristo
member of Majada In**

Aileen Joan Alvarez Lopez, Alyanna Ona Espirituoso, & Nicole Alvarez
Tuzon, Majada In Integrated School
(Adviser: Jan Michael De Asis)

Abstract

INTRODUCTION

Iglesia Ni Cristo became the steadfast religion, members or devotees who kept themselves devoted to their religion despite the struggle and hardship they have encountered throughout the years. In this research, we witnessed how tight their devotion or faith in their religion. In this study, we explored the essence of the lived experience of the devotees of Iglesia Ni Cristo towards their religion that was solidly phenomenological.

METHODS

The sampling method used was convenient-purposive sampling design. A phenomenological approach is used, we conducted an in-depth interview with the selected Iglesia Ni Cristo members. Five members of Iglesia Ni Cristo with different position responded to a set of semi-structured questions. In data analysis, we used open coding to extract the concept found in the data to form a notion that would answer our research questions relevant to our research study.

RESULTS

Selected respondents who participated in our depth-interviews shared commonalities and different perspectives regarding with their intense devotion, which they assessed from 1) the particular aspects of their life wherein they have the chance to show their steadfast devotion, 2) the challenges that they encountered as they manifested their strong faith to God, and 3) the strategies to deal with these problems. In this case, they said that being part of the church is an achievement, and it will not bring them down even though difficulties hit them. Having a position in the church for years is one of the significant factors why members of Iglesia Ni Cristo remained devoted that made them grow and be active in terms of continuing it. The insights of the respondents revealed the major factors that kept them devoted, 1) their teachings, 2) having a position, 3) their struggles, and 4) the prayers that they gathered in any situation of their life.

DISCUSSIONS

The results of the research have shown that even though the members of Iglesia Ni Cristo encountered many struggles in their life, they kept their devotion tight by gathering worships, doing religious practices and also praying when they have struggles to deal. This study provides the practices that they gathered in terms of worshiping God and demonstrating the practices to other people and also to their family that is not a member as illustrated in the results. Those are factor affects the strong faith that drives them to be a part of the church that results in becoming Iglesia Ni Cristo as a steadfast religion in present time.

KEYWORDS: devotion, religious practices, Iglesia ni Cristo,

SUBMISSION ID: R04A-CALAMB-0061

A Phenomenological Inquiry of Lived Experiences of Pioneer Senior High School Graduates under General Academic Strand (GAS): Influence on Career Decision Making

Edwin G. De Taza & Dr. Mary Ann Gatpandan

Abstract

INTRODUCTION

One of the most significant changes in Philippine education is the shift in the curriculum from the Basic Education Curriculum (BEC) to K to 12. Additional two years was added for primary education. Senior High School (SHS) aimed to produce graduates who are ready for college, employment, and being an entrepreneur. The curriculum produced its first batch of graduates on the school year 2017-2018. This study aimed to describe the experiences of pioneer SHS graduates under General Academic Strand (GAS) track of Gen. E. Aguinaldo National High School- Baitan in different subjects included in the curriculum and explore the influence of these experiences in their identity development and career decision making to come up with suggestions on how to improve teachers' instruction of selected disciplines and on the improvement of the GAS program itself.

METHODS

The primary sources of data were from the surveys; interviews participated in by selected graduates and documentary analysis from students' portfolio. The participants or co-researchers were three graduates who will pursue college, one will enter the military, one is planning to look for a job, and two are undecided on what path to take on the day the interview was conducted. Clark Moustakas phenomenological treatment of data was done to analyze and interpret the results of the study.

RESULTS

Findings from the study showed individual description of experiences. Co-researchers encountered meaningful experiences which some can be described as follows: "A More Responsible and Compassionate Research Leader", "Built Character through Various Social Sciences Disciplines", "Fascinated by Technology", "From a Carefree to a Disciplined Man", "Mystified by Philosophy", "Enlightened by World Religions" and "The Accidental Writer". Eidetic insights on self-discovery, transformation, and sustainability served as the essence of the experiences.

DISCUSSIONS

The coming of SHS brought many questions to students, and they experienced critical adjustment during the transition period. The results of this study showcased the different manners on how the curriculum impact the lives of the pioneer graduates. GAS is a crucial strand. It has to serve its purpose for every student who is struggling to know themselves and to find what they want in the future. If the school guided GAS students, that goal was attained. The school has to maximize the resources to meet this goal. Slowly, the goal of K to 12, particularly senior high school, will be seen in the lives of Filipino students.

KEYWORDS: Senior High School, General Academic Strand, K to 12 curriculum, career choice, career decision making, phenomenology

SUBMISSION ID: R04A-CAVTP-0343

A Phenomenological Inquiry on Teacher's Innovation in Response to 21st Century Teaching Skills

Amelia Lucas, Siranglupa ES

Abstract

INTRODUCTION

Teachers are considered as extraordinary persons. They believe to be the molder of the world's future. This responsibility has more impact on developing countries, especially given the current demand for 21st-century education. The teacher must continue to learn and pursue innovation. The Philippines is facing a significant change with the new curriculum posed by the K to 12. New instruction and assessments are in place to prepare all children for the higher educational demands of life and work in the 21st century. The research attempts to ask, "What are the skills that young people need have to be successful in this world and what competencies do teachers need to effectively teach those skills?" With the adoption of Republic Act No. 10533 in the Philippine education system by strengthening its curriculum and increasing the number of years of primary education and appropriating funds for other purposes.

METHODS

This study made use of a qualitative design with phenomenology as its approach. According to Clemente, Julaton, and Orleans (2016), qualitative research deals with how people make sense of their lives. In the conduct of this qualitative research, the researcher made use of the selection of informants. Considering the significant number of teachers in the Division of Calamba City, the researcher opted to select only eight teachers teaching for six years and more. They have been selected for their experience in teaching 21st-century skills.

RESULTS

ICT-based education can provide knowledge in the use of multimedia, learner-centered instruction, differentiated activities, and contextualization. It also has the potential to impose discipline, encourage collaborative work, and cause the professional growth of teachers.

DISCUSSIONS

As a facilitator of learning through ICT-based education, the researcher positively affirmed that the students paid more attention and followed a teacher's instruction when using ICT. Utilization of multimedia in teaching revealed that the students learn most and catch their attention during classes if they utilized multimedia. Focused the learner-centered instruction, teachers play an essential role in the student's academic performance, but students have a role to play as the recipient of learning interaction.

KEYWORDS: Phenomenological, innovation, mentoring, coaching, SLAC School Learning Action Cell, contextualization, learner-centered, multimedia

SUBMISSION ID: R04A-CALAMB-0259

A Phenomenological Study of Drug Symposiums in Ternate West National High School

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Abstract

INTRODUCTION

In the 21st century, drug abuse is the root of major social problems and is considered as one of the most challenging social issues by the Philippine government. Moreover, it needs long-term and perennial solutions, which led the Philippine National Police in formulating Drug Symposiums. The purpose of the present study is to determine students' opinions of their experiences of attending Drug Symposiums held at Ternate West National High School - Ternate, Cavite. It is assumed that the students' participation in Drug Symposiums is fundamental in enabling them to use their right judgment regarding drug abuse. However, the researcher has observed that the students' drug awareness needs more improvement.

METHODS

This qualitative study was carried out based on phenomenological design. The study was conducted with 50 Grade 10 student- participants of Ternate West National High School in Brgy. Bucana, Ternate, Cavite. The student-participants' opinions were obtained via the semi-structured interview form developed by the researchers. The data collected and gathered were analyzed through content analysis method.

RESULTS

Student-participants' experiences in participating in the Municipal Drug Symposiums shared views and opinions where the being informative and educational categories of the events revealed. The researchers found that experiences of attending Drug Symposiums contributed much knowledge and awareness to the student participants. Also, the phenomenological theme indicated that students were educated on the adverse effects of illegal drugs, drug addiction policy issues, regulation of drugs, and the treatment of addictions. Thus, the result led to student-participants personal convictions, which guided them to resolve common personal, financial, and social problems without any involvement in drug-abuse.

DISCUSSIONS

In general, Drug Symposiums in the Municipality of Ternate succeeded on its purpose, holding the events in Ternate West National High School. Also, the study results support other researchers who have found that Drug Symposiums increase the knowledge and awareness of individuals of real-life drug prevention.

KEYWORDS: drug symposium, phenomenological study, drug addiction,

SUBMISSION ID: R04A-CAVITP-0673

A Phenomenological Study of the Effects of Online Games on the Lives of Selected Junior High School

Mark Christian Manzon, Researcher

Abstract

INTRODUCTION

Spending a remarkably long time playing online games can be considered as a behavioral addiction when it interferes with a person's everyday life. The study aimed to determine the effects of playing online games on the health of the selected junior high school. It sought to answer the following questions:

Central Question: What is the essence of understanding the phenomenological experiences of selected Junior High School in time spent in online games?

Corollary Questions:

- (1) What are the effects of spending time in online games among junior high school students?
- (2) What are the activities they used to manage time wisely?
- (3) How do online games help students in their academic and social life?
- (4) What are the reasons for the students for playing online games?
- (5) How do online games change the lives of the students?

METHODS

The researcher employed a descriptive qualitative approach in the research problem of this study, which focused on the effects of online games on the lives of selected junior high school students. The one-on-one interview approach enabled the researcher to collect data on the participants' experiences and perceptions.

RESULTS

The researcher identified four theme clusters from the verbatim transcription of the participant's responses, which answered the central question of the study.

Theme 1: The Advantages of Online Games - the development of critical thinking skills and increase in memory.

Theme 2: The Disadvantages of Online Games - addiction and low performance in other productive activities.

Theme 3: Time Management - enumerated the steps to achieve the effectiveness of time management.

Theme 4: Dichotomy of Emotions - stated the feelings of the respondents while playing online games.

DISCUSSIONS

This research has shown that most of the respondents spent more time in online games than household chores and school activities. They had difficulty in balancing their time in school, home at online games.

KEYWORDS: online games, time management, addiction

SUBMISSION ID: R04A-STAROS-0038

A Phenomenological Study of the Lived Experiences of the Beneficiaries of Adopt-a-Child Program in Calamba Bayside Integrated School

Carl Derick Pagtalunan
(Adviser: Ruby Bautista)

Abstract

INTRODUCTION

Many students encounter financial constraints. It is usually the leading cause of absenteeism as well as dropping out of school. With regards to this, the government and non-government organizations, local and international, have created several programs which provide financial assistance to students who are experiencing financial struggles. For the Calamba Bayside Integrated School, the Adopt-a-Child Program aids its beneficiaries through a weekly allowance. This study aimed to know the lived-experiences of the recipients before and after being part of the program. The study focused on the effectiveness of the program in terms of aiding the financial struggles of the beneficiaries of the program.

METHODS

The study employed the phenomenological qualitative research design, by concurrently conducting in-depth interviews with an interview schedule with the beneficiaries of the program about their financial hindrances. The interview questions determined the socioeconomic status of the families of the beneficiaries, their experiences about daily financial struggles before being part of the program, the significant changes that occurred to their lives in terms of their daily allowance, daily attendance, and their perception about poverty.

RESULTS

The results verified that the Adopt-a-Child Program should continue in the following school years for it is very beneficial on the students. In addition to this, findings also revealed that the beneficiaries should make use of a guide for money allocation and money-saving tips.

DISCUSSIONS

Findings revealed that the beneficiaries of the Adopt-a-Child Program mostly came from lower socioeconomic classed families. The job description of the parents of the recipients commonly falls under the "Blue Collar" job description, which only provides a small and insufficient monthly income. The Adopt-a-Child Program served as a big help for its beneficiaries for its provided financial assistance helps them to provide their basic every day needs in school. The daily allowance of the beneficiaries increased through the help of the program, which results in more stable everyday finance. Furthermore, the regular attendance of the recipients has also improved since they do not need to skip classes due to financial constraints.

KEYWORDS: ADOPT-A-CHILD, FINANCES, BENEFITS, ALLOWANCES,

SUBMISSION ID: R04A-CALAMB-0132

A Phenomenological Study on the Understanding of the Youth Volunteers of Volunteer Services

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(Adviser: Annabel Aguado)

Abstract

INTRODUCTION

Volunteer services are generally considered an altruistic activity in which an individual or group provides services with no financial gain. Although volunteerism is more prevalent in older people with a steady income, the youth nowadays are increasingly involved in many volunteer activities. In this study, we tried to describe the experiences of youth who engage in volunteer activities and explain how youth volunteers understand volunteer services.

METHODS

A qualitative method of research was used in this study. A group of students in Balete Integrated School who experienced volunteer services was interviewed using a phenomenological approach and semi-structured face-to-face interview. Content analysis was used in identifying themes.

RESULTS

Understanding of volunteerism, as described by the participants, could be categorized based on their knowledge about reasons underlying their intentions of joining volunteer activities. For them the act of volunteerism is an act of (1) gaining new experiences and insights; (2) creating connections with people, and is related to achieving; and (3) a sense of accomplishment. The result of the study showed that volunteer services contribute growth and progress to oneself and the community.

DISCUSSIONS

Results proved the importance of understanding volunteer services by the youth volunteers. Previously reviewed literature also reflects a similar way of how individuals understand volunteerism activities such as gaining or acquiring new experiences and skills. For many students or youth volunteers, this is the most important reason for volunteering. The results may suggest that giving equal importance to youth engaging in volunteer activities is also a significant way of allowing them to learn new essential skills and experience which are vital to their personal development.

KEYWORDS: Youth volunteers; volunteer services; volunteerism; volunteer

SUBMISSION ID: R04A-BATANC-0256

A Probe on Absenteeism: The Case of Five Siblings of a Philippine Public Elementary School

Girly Oliver, Juvillyn Peji, & Lilibeth Marquez, Department of Education - Cavite

Abstract

INTRODUCTION

According to Oxford Dictionaries, absenteeism is a habitual pattern of absences from attending classes without a good reason, which often results in poor individual academic performance. Keter (2017) enumerates the different causes of absenteeism as follows: as phobic adolescence, lack of interest, teacher approach, pampered, private coaching, diseases, and family problem. This phenomenon is observable in most, if not all, schools. In a far-flung public school in Southern Luzon, Philippines, an interesting phenomenon was observed among five siblings. There were instances that they went to school for a week and would be absent for the following weeks or months. This has caused an alarm to their teachers considering that the Department of Education reiterates that once a pupil incurred absences for several days equivalent to 20% of the number of days in a school year, the pupil is considered dropped from all his subjects. This prompts the researchers to investigate the matter.

METHODS

The teacher-researchers interviewed the siblings' classmates, neighbors, and acquaintances to find out the causes of absenteeism among the siblings. Also, parents were called for a personal discourse.

RESULTS

Results of the interview reveal that the siblings are often absent because of poverty and child labor.

DISCUSSIONS

The results show that poverty has a significant impact on children's school attendance that can affect their academic performance as they were absent due to lack of basic needs and support. Also, the siblings experience child labor to help their parents provide the family's needs. They were forced to do works that are not fitted to them where they can earn a small amount of money.

KEYWORDS: Department of Educationcavite

SUBMISSION ID: R04A-CAVITP-1129

A Probe on SMAP: A Study Between the Relationship of Social Media and Academic Performance of Selected Grade 9 Students at Tagaytay City National High School

Baby Armin D. General, Emely G. Aure, & Glaiza Villanueva, Department of Education, TCNHS

Abstract

INTRODUCTION

Lack of interest in class lessons is caused by different factors which result in the low academic performance of students. One of these factors is social media websites wherein students are addicted. The purpose of the study is to identify the relationship between the use of social media and the academic performance of students. This study serves as an eye opener for the administrators and teachers to lessen the use of social media websites of students, and also to improve the teaching strategies to boost students' academic performance in every subject area.

METHODS

The researchers used the descriptive research questionnaires and were distributed to the thirty (30) student-respondents. The participants in this study consisted of grade 9 level students at Tagaytay City National High School. They were selected through random sampling using the fishbowl technique. The data were computed using frequency and percentage. The data were interpreted/explained using the highest and lowest frequency score.

RESULTS

Many students are fond of browsing different social media websites. Students consume almost all of the time in surfing the internet, and they usually do it in school and at home. It was also found out that there is a significant relationship between the use of social media websites and student's academic performance. The longer the students browse social media websites, the lower their academic performance.

DISCUSSIONS

The academic performance of the students deflates whenever there is more prolonged exposure to social media websites. Disallowing the bringing of cellphones in the school and improving the teacher's strategy necessary to help students divert their attention to class lessons. The teachers are motivated to prepare unique strategies that fit different kinds of learners. On the other hand, students are motivated to participate in every class discussion. Hence their attention to gadgets is diverted to the teacher. Students learn how to limit themselves to improve their academic performance in every subject area. The teachers take the initiative to improve their strategies in teaching, whereas students improved in class. They become more responsible in managing their time and choosing priorities.

KEYWORDS: Social Media, Academic Performance

SUBMISSION ID: R04A-CAVTP-1118

**A Proposed Developmental Plan to Minimize Absenteeism among
Grade III-Rose Pupils of Balisong Elementary School**

Lizbeth Rosales & Mabelle V. Aranda

Abstract

INTRODUCTION

Educators agree that prompt and regular school attendance is essential to a student's success. Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students. Regularly going to school is essential for a student's education and social skills chronically absent students are at a disadvantage both socially and academically. They miss out on critical stages of social interaction and development with their peers.

METHODS

The descriptive research method was used in this study. It describes with emphasis what exist such current conditions, practices, situations, or any phenomena. A total of thirty (30) were requested to answer the questionnaire.

RESULTS

Results showed that health is the primary reason why students are absent from their classes. Pupils encountered difficulties in Classroom atmosphere, personal attitude, teacher factor, and home-related reasons. The proposed development plan may help motivate pupils to attend classes regularly.

DISCUSSIONS

The results demonstrate the need to make a proposed developmental plan to minimize absenteeism among the Grade III-Rose pupils of Balisong Elementary School. Consultation among authorities can be done to address gaps that may be encountered in its implementation.

KEYWORDS: absenteeism, attendance, performance, peers

SUBMISSION ID: R04A-BATANP-2315

A Proposed District-Based Guidelines on Implied Tasks for Public Elementary Schools

Elena P. Calagos, Marilou Espinelib, & Marisa D. De Lima, Christian

Abstract

INTRODUCTION

This study sought to determine the implied tasks of public elementary school teachers. The study was conducted in the Municipality of Magallanes. The survey questionnaire was used for the data collection. The data collected were systematically presented, analyzed, and interpreted. Figure and tables were used to present the result of the findings. The total of 95 copies questionnaire distributed, 100% were filled and returned. The findings showed that the Male respondents got a mean of 4.87 with a standard deviation of 0.08, and the female respondents got a mean of 4.72 with a standard deviation of 0.30. The f-computed value is 2.11 and p-value is 0.15, it shows that there is no sufficient evidence that there is a significant difference between Teacher Respondents' Perception on the Implied Tasks of Public Elementary Teachers to the Gender.

RECOMMENDATION:

The study recommended that the school head must encourage those teachers who have not enrolled yet in graduate school, particularly those who have been teaching for many years. Also, the teachers have to undergo professional growth by attending to seminars and trainings continuously.

METHODS

The data collected were systematically presented, analyzed, and interpreted. Figure and tables were used to present the result of the findings.

RESULTS

The total of 95 copies questionnaire distributed, 100% were filled and returned. The findings showed that the Male respondents got a mean of 4.87 with a standard deviation of 0.08, and the female respondents got a mean of 4.72 with a standard deviation of 0.30. The f-computed value is 2.11 and p-value is 0.15,

DISCUSSIONS

The study recommended that the school head must encourage those teachers who have not enrolled yet in graduate school, particularly those who have been teaching for many years. Also, the teachers have to undergo professional growth by attending to seminars and trainings continuously.

KEYWORDS: 1234567890

SUBMISSION ID: R04A-CAVITC-0110/ R04A-CAVITP-1492/ R04A-CAVITP-1497

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INTRODUCTION

This study sought to determine the implied tasks of public elementary school teachers. The study was conducted in Municipality of Magallanes. The survey questionnaire was used for the data collection. The data collected were systematically presented, analyzed and interpreted. Figure and tables were used to present the result of findings. The total of 95 copies questionnaire distributed, 100% were filled and returned. The findings showed that the Male respondents got a mean of 4.87 with a standard deviation of 0.08 and the female respondents got a mean of 4.72 with a standard deviation of 0.30. The f-computed value is 2.11 and p-value is 0.15, it shows that there is no sufficient evidence that there is significant difference between Teacher Respondents' Perception on the Implied Tasks of Public Elementary Teachers to the Gender.

The study recommended that the school head must encourage those teachers who have not enrolled yet in the graduate school, particularly those who have been teaching for many years. In addition, the teachers have to continuously undergo professional growth by attending to seminars and trainings.

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KEYWORDS: 1234567890

SUBMISSION ID: R04A-CAVITC-0110/ R04A-CAVITP-1492/R04A-CAVITP-1497

**A Proposed Information and Communication Technology-Based
Instructional Material in Teaching Grade 9 Edukasyon sa Pagpapakatao
in the Fourth Congressional District in Quezon**

Rica A Dapadap, Lopez National Comprehensive High School

Abstract

INTRODUCTION

Educators know the benefits of ICT based materials in teaching. Despite this, many of them are resistant in using and integrating these technologies in teaching. This issue is due to several factors lack of time, lack of infrastructure, and tools to support the teachers and the learners more effectively. The lack of ICT skills is a common problem which can be addressed by having the personal desire to develop oneself. Some of the traditional teachers experienced difficulties in using ICT based instructional materials in teaching Edukasyon sa Pagpapakatao.

METHODS

This study utilized a descriptive survey method using frequency, percentage, weighted mean distribution, and one-way ANOVA as statistical tools. It determined A Proposed Information and Communication Technology-Based Instructional Material's acceptability and usability in teaching Grade 9 in the Fourth Congressional District of Quezon with 21 Secondary School Teachers as respondents.

RESULTS

Findings revealed that the majority of the teachers were at the age bracket of 31 to 40 years old, females and with a length of service between 1-10 years. The respondents' view on ICT use in their schools needs teachers to enrich their knowledge and capabilities in using technology. On professional views on ICT, it exemplified that the school increases academic achievement (e.g., grades). Along with support to teachers for ICT, etc.) When it comes to ICT access for teaching, it reflected that both teachers and students use the computer: units and the internet. In terms of conditions on access in classes, it illustrated that there needs computer laboratory. The perceived quality of the proposed information and communication technology-based materials is excellent in their school. There is high acceptability of ICT proposed instructional materials in terms of relevance to the subject matter and impact on students' performance.

DISCUSSIONS

Teachers should be encouraged to pursue advanced degrees for continuing professional development through study grants and scholarships. The implementation of information and technology-based materials should also be done. ICT provides access to high-quality learning resources and increases efficiency in education.

KEYWORDS: ICT, Proposed Instructional Materials, Powerpoint presentation, Computer laboratories)

SUBMISSION ID: R04A-QUEZON-0318

A Proposed School-Based Action Plan Based on the Prospects and Problems in the Implementation of Learning Action Cell

Cristy Pascua

Abstract

INTRODUCTION

Action learning is an educational process where the participants study their actions and experiences to improve performance. The focus of this study is to find out the extent and implementation of a preferred action learning set of public elementary school teachers, which can be geared to learning personal development at the professional and managerial levels.

METHODS

The study is drawing on 21 public elementary teachers of Halang Elementary School. Descriptive-Inferential research was utilized to describe the current status of the extent of how the members of the Learning Action Cell perform their functions and responsibilities as assessed by the teachers and the data were collected through survey questionnaires. For the statistical treatment of data, frequency, weighted mean, and ANOVA were used.

RESULTS

The study found out that the implementation of the Learning Action Cell in the School is To a Great Extent. Based on the findings, the study concluded that the school could come up with activities that will enhance their performance as members of LAC. By the virtue of finding and conclusions, it was recommended that the school must; (1) have monitoring and evaluation to determine the positive outcome and areas to enhance and improve, (2) empowered school-based seminars, training and programs for teachers, (3) give proper orientation and mentoring for starting teachers, (4) share equal opportunities to gain knowledge and opportunities, and most of all, (5) contribute to the improvement of teaching and learning.

DISCUSSIONS

The result demonstrates that the various indicators in every function and responsibilities of all the LAC leaders and members are performed to a great extent. The finding affirms that the school implements the mandate of the Department of Education, as stated in D.O. No. 35, s. 2016, otherwise known as "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning." Since the school is abiding the Department of Education Mandate, adapting the proposed action plan to enhance the implementation of the LAC in the school is highly recommended.

KEYWORDS: School-Based Action Plan, Learning Action Cell

SUBMISSION ID: R04A-CAVITP-0477

**A Quality Distance Learning Approach for the Enhanced Performance
of Grade VII Working Students in Sta. Anastacia-San Rafael National
High School**

Lester Maprangala, Sta. Anastacia-San Rafael National High School

Abstract

INTRODUCTION

Learners are not only categorized in terms of the level of intelligence, but also in terms of the background of the family they belong to. An approach, such as distance learning with the aid of appropriate technology, extends its hands to these working students. This study aims to seek means of promoting equal opportunities for all kinds of Grade 7 students of Sta. Anastacia-San Rafael National High School who are having difficulty in dealing with their school tasks about DO 27 s. 2006 otherwise known as the implementation of "Education for All (EFA)".

METHODS

This study was conducted among "opportunity learners" from the last two sections of Grade 7, namely, Grade 7-Newton and Grade 7-Ohm, for School year 2018-2019. Data were collected via semi-structured interviews, classroom observations, and questionnaires. All data were analyzed for patterns that might offer insights into the problems that the students, parents, and teachers were facing as they worked through the particular subject matters. The researcher identified several problematic aspects of the teaching and learning process in Technology and Livelihood Education (TLE) 7. These problems include absenteeism within the first and second month of the current school year, the lack of different approaches for students who earning a living, the lack of supervised extension activities, the low quality of the tutorial venue, and a mismatch between schedules of assessments in TLE 7.

RESULTS

While the findings of this study focus primarily on discovering applicable approaches in helping working students in Grade 7-Newton and Ohm, they offer insight into the challenges of creating and providing effective instructional means by teachers on students' development via distance education in the local context.

DISCUSSIONS

Further instructions for the Grade VII working students continued to beat the same pace as the other students who are not working. The performances of these students were slightly affected by being absent in the classroom, but not to the extent of dropping out of school. Nonetheless, this study proves that a scheme such as distance study promotes equality among the diverse learners of Sta. Anastacia-San Rafael National High School.

KEYWORDS: distance learning, working students, enhanced performance

SUBMISSION ID: R04A-BATANP-2132

A Reading Habit among Grade Four Pupils of Alfonso Central School and How it affects their Level of Reading Comprehension

Annalee Cruzada, Department of Education

Abstract

INTRODUCTION

The primary purpose of this research was to assess the pupils' reading habit and its correlation to their reading comprehension.

METHODS

The respondents of the study were the 40 Grade Four Sampaguita pupils of Alfonso Central School for the SY 2017-2018. In this study, the researchers made use of the descriptive-normative survey and the correlational design with the aid of pupil as informants. Relationship between the variables reading habit and reading comprehension was also established.

RESULTS

Books that have mystery or problem to solve were liked by grade four pupils the most with 50%, ranked 1; followed by books that made up story with 30%, in second-ranked;. Third in ranked are books that made you laugh gathered 23%. Lastly, with 20% are books that tell true story and books that have characters you could be like and books that let you use your imagination. Data showed an increase in the percentage of pupils who are under instructional level in reading comprehension from 48% as of July to 23% in November. This result showed that 25% decreased from the start of the study up to the end of November revealed that the reading habit affects the reading comprehension of the grade four pupils positively. This also showed that there was a decrease in the frustration level and level up to an instructional level, which is all due to the developing of reading habit among the respondents who are grade four pupils.

DISCUSSIONS

It was concluded that based on the different findings Based on the results of the study, the following conclusions were drawn, (1). That the 72% of the grade four pupils were in independent level and 45% like reading and it can be done anytime which lead them to form a reading habit and at the same time a higher level of comprehension. (2).That the reason why they read is to grow in understanding of the problem, to grow intellectually and at the same time like to read books that have mystery or problem to solve. This also concludes that pupils who like to grow intellectually and who would like to grow in understanding are of the high level of comprehension.

(3).That reading comprehension is affected by reading habit. Reading habit affects reading comprehension positively and is relevant and at the same time significant to reading comprehension.

KEYWORDS: Reading habit, Variable Reading Comprehension

SUBMISSION ID: R04A-CAVITP-1064

A Reading Habit Among Grade Three Pupils of Alfonso Central School and How it Affects their Level of Reading Comprehension

Myrna Perlado, Department of Education

Abstract

INTRODUCTION

Reading is the cornerstone of education and the foundation of lifelong learning.

The primary purpose of this research was to assess the pupils' reading habit and its correlation to their reading comprehension.

METHODS

The respondents of the study were the 40 Grade three Sampaguita pupils of Alfonso Central School for the SY 2016-2017. In this study, the researchers made use of the descriptive-normative survey and the correlational design with the aid of pupil as informants

RESULTS

There is an increased in the percentage of pupils who are in independent level from 20% as of October, it increased at 35% at the end of March. An increased of 15% is evident. This also implied that the program for developing reading habit is effective and of great value among our young readers. That the increase in independent level of comprehension was affected by the reading habit formed among the grade three children.

Data showed an increased in the percentage of pupils who are under instructional level in reading comprehension. From 28% as of October to 43% in March. This result showed that the 15% increased from the start of the study up to the end of March revealed that the reading habit affect the reading comprehension of the grade three pupils positively. This also showed that there was a decrease in the frustration level and level up to instructional level which is all due to the developing of reading habit among the respondents who are grade three pupils.

DISCUSSIONS

Based on the results of the study the following conclusions were drawn, (1).That the 75% of the grade three pupils enjoy reading which lead them to form a reading habit and at the same time a higher level of comprehension.(2).That the reason why they read is to sharpen their minds and to be smarter. This also concludes that smart pupils are of high level of comprehension.

(3).That reading comprehension is affected by reading habit. Reading habit affects reading comprehension positively and is relevant and at the same time significant to reading comprehension.

KEYWORDS: Reading habit Variable Reading comprehension

SUBMISSION ID: R04A-CAVITP-1061

A Reading Intervention for the Reading Ability of Grade Four at Aguado-Annex

Ma. Inna Paragados & Merly B. Naña, Department of Education - Cavite Province, Aguado Elementary School

Abstract

INTRODUCTION

The value of reading goes beyond learning about different subject areas. Learners are expected to learn from the various segments of their learnings. The reading interest of every student must be established during their kindergarten and younger years, which include learning the alphabet, phonological sounds, CV words, sight words, phrases, and sentences. These skills are needed for young students to advance to the next level. Thus, the integration of speaking, reading, writing skills under the K to 12 curricula should meet the expectations of the 21st-century learners.

METHODS

Multiple methods were used to cater to the needs of the students/pupils in enhancing their reading ability and comprehension. One hundred seventy-one (171) Grade 4 students were provided with different learning techniques in reading through the Reading with Phonics, PHIL - IRI, Peer Teaching, Remedial and Power It Up.

RESULTS

Grade 4 students who participated in this research acquired enhanced ability in reading. The use of different techniques enabled the researcher to address some problems and develop solutions for improving reading ability and comprehension.

DISCUSSIONS

The results demonstrate the need for active participation and varied techniques to enhance the ability of each learner. Active involvement in the students made the techniques effective and visible to them. Effective implementation is a factor in achieving continuous success and sustainability.

KEYWORDS: Reading Intervention, Test Interpretation, Data Analysis, Techniques, Integration, 21st Century Learners, Learning Techniques, Aspect of learnings, Writing Skills, Reading Ability

SUBMISSION ID: R04A-CAVITC-0069

A Reading Intervention of the Reading Ability of Grade Four at Aguado-Annex

Ma. Inna G. Paragados & Merly B. Nana, Department of Education - Cavite
Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

The value of reading goes beyond in a different aspect of learning and in a different subject areas. Learners are expected to learn from the various segments of their learnings.

Reading awareness of every student must be established during their kinder and preparatory years such as learning the alphabets, phonological sounds, CV words, sight words, phrases and sentences etc. all.

This will be the different learning state of mind of every students that they need to accomplish before moving up to the next level of their learning.

Thus integration of speaking, reading, writing skills under K to 12 curriculum should meet the expectations of the 21st century learners.

METHODS

A multiple methods was conducted and designed to cater the needs of the students/pupils to enhance their reading ability and comprehension. 171 grade four student undergo with different learning techniques in reading was administered to be able to cope up with using a Reading with Phonics, PHIL - IRI, Peer Teaching, Remedial and Power It Up. (All data is collected and analyze through test Interpretation and Data analysis)

RESULTS

Grade four Students participated in this research was able to read and enhance their ability in reading. Varying techniques raised up some problems and solutions that can help them to improve their reading ability and comprehension. In some involvements participant's improved and value the learnings that the techniques conducted to them.

DISCUSSIONS

The results demonstrate the need to active participations and varied techniques to enhance the ability of each learner. Active participations of the students made the techniques effective and visible to them. Implementation was constant factor to have a constant success. Sustainability" | " | " | .

KEYWORDS: Reading Intervention, Test Interpretation, Data Analysis, Techniques, Integration, 21st Century Learners , Learning Techniques , Aspect of learnings , Writing Skills , Reading Ability

SUBMISSION ID: R04A-CAVITP-1662

A Review of Practical Research 1 Learning Competencies: Basis for the Design and Development of a Course Module

Vinafie De Castro, Sabang, Lipa City

Abstract

INTRODUCTION

The efficiency and effectiveness of instructional materials in the teaching-learning process must be considered. Textbooks being one of the most commonly used instructional materials of the learners must be aligned with the competencies of K to 12 curriculum. It must be ensured that what a teacher teaches should be aligned with the standards and competencies set by the specific subject area. Students will not be able to acquire the skills and knowledge expected to them if the learning competencies do not coincide with the curriculum guide issued by Department of Education.

The purpose of this study is to examine the alignment of the Practical Research 1 book used by the Senior High School Department of Lyceum of the Philippines University (LPU)-Batangas with the K to 12 curriculum. Moreover, the study aims to design and develop a module that aligns with the content standards and learning competencies for students to achieve what is expected at the end of the course. The findings of the study indicate that there are misalignments between what is written in the curriculum guide of Department of Education and what is proposed in the textbook and executed at the instructional level.

METHODS

The research design employed was descriptive and qualitative analysis to analyze the learning competencies of Practical Research 1 book. The study was generally based on a social constructivism perspective. Three (3) experts from LPU-Batangas served as the respondents. They were chosen using purposive sampling. The instrument used in gathering data was an adapted evaluation form from the Nevada Department of Education. The evaluation form used the 4-point Likert scale to measure the experts' assessment in each criterion. The data gathered had been treated with the use of simple statistics such as mean, most frequent (mode), percentage, and percentage agreement.

RESULTS

Findings showed that there is an imbalance in the content alignment of the book being evaluated and what is incorporated in the K to 12 curriculum. The material should focus on the knowledge, skills, and abilities (KSAs) appropriate to the grade level to attain what is expected among the learners.

DISCUSSIONS

Revisions on the content and general assessment structure are suggested. A module must be developed and implemented to align the intended outcomes and assessment of what is being set by the K to 12 Curriculum. The researcher calls for further analysis or investigation about content alignment of Practical Research 1 book.

KEYWORDS: instructional materials, curriculum guide, learning competencies, K to 12 curriculum, content

SUBMISSION ID: R04A-LIPAC1-0129

**Revisiting Facebook Interaction: Pupils' Social Collaboration with Peers
through Social Networking among Grade Six Pupils of Bulihan
Elementary School**

Mervin Metica, Department of Education Malvar, Batangas

Abstract

INTRODUCTION

Technology significantly affects the ways of living in society and social interaction. The means of communication are more accessible because of social networking sites. This study focused on the collaboration that is happening through social networking sites, specifically Facebook. It also sought to gather the perceptions of the users regarding their communication with peers and how it affects their behavior.

METHODS

This is descriptive qualitative research which used Grade VI pupils who were regularly using the said application. The tools being used to gather data are survey questionnaire and interview sheets. The frequency of Facebook users in the school was high in Grade VI; that is why they were ones chosen for this study. Those who have Facebook accounts among the grade above level were only the selected qualified respondents.

RESULTS

The results showed that the respondents were active users of social media since they frequently visit their account in a week. The cited reasons for using it are to gain friends, to react on some posts, to share interesting links, and also to chat with their friends. From the interview conducted, it was found that the respondents used Facebook because they felt very loved when people reacted to their post. They want to notify their friends and keep update to them. However, the respondents also mentioned that the app could harm them in many ways, which triggered fear and embarrassment for some reasons.

DISCUSSIONS

The study wanted to grab the attention of the million users of Facebook to be responsible users by thinking things before posting anything on social media. Responsible users must know when to talk and when no to interact with people on the said app. Online bashing and bullying are reasons that triggered anxiety and depression, which should be given with emphasis. Conducting way on how to be protected in using the application is a great help to avoid being in a difficult situation.

KEYWORDS: Facebook, technology, social networking, application

SUBMISSION ID: R04A-BATANP-0364

A Sentence a Day: An Intervention Activity for Pupils with Comprehension Problem Across All the Learning Areas

Antonette Dipasupil, Department of Education

Abstract

INTRODUCTION

Evidence shows that comprehension difficulties occur among the Mainaga-San Francisco Elementary School Pupils. Even sound decoders and spellers find difficulties in noting the essential details of what they have read. Thus, they gain less knowledge and information about most of the topics they listen to and read. Poor readers, on the other hand, read too slowly or lack fluency. They often do not comprehend much of what they read. In both instances, the knowledge gap occurs.

METHODS

The study used a descriptive type of research with the questionnaire and interview as the main instrument in gathering data. The responses of the participants served as the basis for analyzing and addressing the research questions.

RESULTS

It was found out that 432 out of 497 or 87% of the pupils have a low comprehension level. This has led to difficulty in answering all the questions beginning with who, what, when, where, why and how, getting 74 & below in the assessment or test, difficulty in participating in class recitations or discussion, lack of interest in reading activities and the inability to complete a reading assignment on their own.

DISCUSSIONS

Despite and despite the teacher's delivery of teaching reading pupils were not equipped with the comprehension skills and abilities. Consequently, the use of A Sentence A Day in the daily routine, usually before the start of the lesson, is recommended. This can be done through the following procedures:

- selecting/crafting a sentence from the concept of the day's lesson in all the learning areas;
- presenting the sentences orally or in printed form;
- asking a series of questions beginning with who, what, when, where, why and how;
- providing a pattern or format as a guide in case pupils find difficulty in responding correctly; and
- always asking pupils to answer in a complete sentence.

KEYWORDS: learning areas reading difficulties comprehension

SUBMISSION ID: R04A-BATANP-1224

A Showcase of Nutritional Status Level of Grade VI Pupils at Padre Imo Luna Memorial Elementary School

Manuela Berania, Maureen Villanueva, & Rachiel Magtibay, Department of Education - San Jose

Abstract

INTRODUCTION

Malnutrition refers to all deviations from adequate nutrition, including undernutrition (and overnutrition) resulting from inadequacy of food (or excess of food) relative to need (respectively). Malnutrition also encompasses specific deficiencies (or excesses) of essential nutrients such as vitamins and minerals. One of the effective ways of realizing the nutritional status level of the pupils is by conducting action research. Thus, the researchers aim to determine the nutritional status level of Grade VI pupils. The output of this study will reveal the level of nutritional status of Grade VI pupils.

METHODS

This is a descriptive qualitative which aims to show the nutritional status level of Grade VI pupils. The respondents of the study are the Grade VI pupils who are identified based on the following criteria: a. Severely wasted, b. Wasted, c. Normal, d. Overweight and obese. The researchers used two data gathering procedures, namely: a survey method and interviewed to attain the objective of this study. The survey questionnaire was prepared, validated, distributed, tallied, and interpreted to show the nutritional status level of Grade VI pupils.

RESULTS

It has been determined during the conduct of the study that even though most of the learners were identified with average nutritional level, the figures still highlights that a significant percent of the total number of learners are not. The combined number of severely wasted, wasted, overweight, and obese learners are still notable, which is 36.17% of the total number of grade six learners.

Even though learners are engaged in varied activities and programs in school, highlighting proper nutrition, it was revealed that consistency at home on the practices implied is lacking. Communication between the school and family is perhaps one of the most effective means of monitoring learners' health status. Parents as well need to understand that it is not just the number of meals that should be considered, but what is served is more important.

DISCUSSIONS

The nutritional status level of Grade VI pupils reflected that though many pupils are reasonable, the malnourished pupils got 35.8%, meaning these pupils should be immediately attended. The result of this study is a helpful tool in enhancing and improving the programs implemented regarding malnutrition. It is recommended that the SBFP should continuously implement as well as the GPP in the Department of Education

KEYWORDS: nutritional status, GPP, SBFP, malnourished, severely wasted, wasted, overweight, obese

SUBMISSION ID: R04A-BATANP-2173

A SMILE to Increase Pupils Level of Engagement in Reading

Sarah B. Alandria, Tambis Central Elementary School

Abstract

INTRODUCTION

Reading plays a vital role in every individual. As we grew old, some people judged us according to our reading ability. That is why teachers always gave their best and made pupils a good reader. During the Pre-Test that was conducted on July 2017, the Consolidated Philippine Informal Reading Inventory (Oral and Silent Reading- English) of Grade V- Lawaan class has resulted in having more pupils under Frustration Level. This is very alarming because most of the pupils belong to Frustration Level; if this will not be addressed soon, it will create numerous problems as to their reading performance. Thus, the intervention A SMILE (A Story Moves and Intensifies Learning with Excitement) was made.

METHODS

A SMILE (A Story Moves and Intensifies Learning with Excitement) is a study that focused on engaging pupils in daily reading activities. This is done in the morning and the afternoon before the class started from July 2017 to February 2018. The study lasted for 7 (seven) months within the School Year 2017-2018.

RESULTS

The study implied that the more they are engaged in reading, the lesser the number of pupils under Frustration Level fall. The pupils under Frustration Level decreased, and it was added to the next level, which was under Instructional and Independent Level. Results showed that there was a decreased of the number of pupils under Frustration Level from 16 pupils down to 9 (nine) pupils after the intervention A SMILE (A Story Moves and Intensifies Learning with Excitement).

DISCUSSIONS

Based on the research conducted, it is suggested by the researcher that reading most of the time is necessary and must be applied in the classroom every day. There is a great help of reading the different materials available in the classroom such as books, storybooks, passages, magazines, newspapers, Bible, and other printed materials.

KEYWORDS: SMILE, Engagement

SUBMISSION ID: R013-SURSUR-0120

A Study of ESL Senior High School Students' Level of Language Learning Autonomy and its Relationship with their Style of Language Learning

Maria Ghea Mohammad, Senior High School In Calatagan

Abstract

INTRODUCTION

The study of learning styles has become a significant aspect in the field of learning a second language or a foreign language. The awareness of learning styles benefits the language learners, but its awareness is inadequate to contribute to the success of the teaching and learning process. Thus, the research explored the relationship between learners' language learning autonomy.

METHODS

It used a descriptive study based on data collection and research. The objectives were to find out the major and minor learning style preference and language learning autonomy level and explore its relationship. Quantitative data was collected through the use of Perceptual Learning Style Preference Questionnaire (Reid, 1987) and A Learner Autonomy Questionnaire (Zhang and Li, 2004). The given data set was analyzed through frequency distribution and percentages. In distributing the frequency, percentile ranking was then used.

RESULTS

The primary learning style preference of the respondents is auditory, where learners benefit from hearing audio tapes, discussions, and lectures. These learners also learn through conversing, teaching, or performing audio-related activities. On the other hand, learning autonomy was positively and significantly related to some of the learning style groups. Learning a language entails ownership from the learners to be successful in the end. The different contexts used in the present study - second language learners and previous studies - foreign language learners yielded some identical and dissimilar results.

DISCUSSIONS

The study has provided significant results on the preferred learning styles of senior high school students. The participants were highly autonomous learners making them interested in learning the English language. The study has provided no significant results on the preferred learning styles of senior high school students and language learning autonomy. However, the research contributed to the understanding of the students' educational needs and learning environment in terms of language learning.

KEYWORDS: Language Learning, Language Learning Autonomy, Learning Styles, ESL

SUBMISSION ID: R04A-BATANP-0069

**A Study of Psycho-Social Development of Selected Intermediate Pupils:
Basis for Enhanced Program**

Arlene Marasigan, Bernadeth Alamag, Charry Nalilin, & Jermie Manalo

Abstract

INTRODUCTION

Being a student, none is more accurate than the saying, "education begins at home." Parents, as our role models, are also considered our first teachers in life. They are the ones who mold us and instill in us the proper values, morals, as well as the training we need to become productive and responsible members of society. It is up to the teacher on how they will apply their learning on their lives; in their relationship with their family members, the people, and the society which they belong.

METHODS

This study is a descriptive method of research which used frequency for the quantitative approach and arranged of some questionnaires distributed in research locale for a qualitative approach. Statistical Treatment was used in consolidating and interpreting responses from the respondents.

RESULTS

Majority of the pupil-respondents were female, and most of their ages were ranging from 10- 12 years old. The pupil-respondents have moderately agreed on assessments with regards to the psycho-social development encountered. The psycho-social development encountered by the pupil in the research locale is manageable since it is not crucial. Age, gender, and parent occupations are no significant relationship with psycho-social development encountered by the intermediate pupils. Pupil activities are factors that cause psycho-social development being encountered by the intermediate pupils. Parental guidance can be proposed to improve the psycho-social development based on the results of the study.

DISCUSSIONS

Parents should be self-motivated and committed to upgrade their guidance for their children development continually. Parents must find more exciting activities and innovative ways of addressing the psycho-social development. They could participate in any school activities, attending seminars relevant to handling psycho-social development and take full advantage of them to secure a systematic improvement of the quality and content of education and their parental guidance techniques. Concerned education officials should refer to the findings of this study to serve as inputs in the development of their techniques and practices in developing the school children.

KEYWORDS: parental guidance, psycho-social development, society, family involvement

SUBMISSION ID: R04A-BATANP-1859

A Study of Difficulties in Teaching the Physics Subject at Secondary Level in Tiaong, Quezon

Angelita Bautista, CBER

Abstract

INTRODUCTION

There is a lack of mutual understanding of the school function and mission. The principal should communicate the mission and vision to students, teacher, parents, and the community. This can be done through to provide an opportunity with one another in open sessions. Teachers are not in contact with one another. So, the principal should organize the ideas of the teachers to work for the school mission jointly.

METHODS

Several existing scaled instruments that could be used to measure the different factors/latent variables in this study were examined. However, a reasonable time (or within 25 to 35 minutes) for a participant to complete the questionnaire was preferred in order to minimize item processing load and the possibility of boredom on the part of the participant. Thus, only items that would suit the needs of this study were chosen from other instruments to keep the questionnaire within reasonable length. Some details from the different instruments examined were excluded because they addressed an aspect with which this study was not concerned.

RESULTS

The curriculum of physics subject at secondary level needs quick and immediate changes as that it should be made compatible with the trends in science education, which emphasize the practical aspect considerably on the part of students. Our present curriculum of Physics at the secondary level is not suitable to be taught through the modern methods of teaching like program learning, project method, team leaching, teaching in a laboratory setting. The content of the Physics subject is not according to the present needs of students and society. It also lacks compatibility with the mental level of students. Efforts should be made to provide all the teaching aids like audio-visual aids and well-equipped laboratories and the scientific literature concerning the course.

DISCUSSIONS

Almost all the teachers, teaching the subject of Physics, are professionally qualified, but the majority of them lack the required academic qualifications. Only a small fraction of teacher has got specialized training in Physics teaching. More than half of the teachers' re-seat to old and outdated teaching methods like lecture method and book recitation method. It shows that teachers give importance to the theoretical aspect of science while the practical aspect, which is the real essence of science, is neglected.

KEYWORDS: bchm -biochemistry

SUBMISSION ID: R04A-QUEZON-0298

A Study of TLE Performance of the Grade Six Pupils at Calumpang East Elementary School: Basis for Enhancement Strategies

Elsa Vergara, Batangas Division, Department of Education - San Luis

Abstract

INTRODUCTION

Through this study, the researcher wishes to enhance the performance level of the Grade Six pupils in TLE at Calumpang East Elementary School. On its first year of implementation, it has met problems on the performance level of the pupils. Throughout the previous curriculum, TLE was taught as EPP, which used Filipino as a medium of instruction. The researcher has found that some factors affect the performance level of the pupils since it is only in its first year of curriculum implementation wherein English is the medium of instructions. The last mentioned is one of the reasons why teaching TLE among Grade Six pupils need focal attention in every child's learning process.

METHODS

The study adopted a qualitative approach using a descriptive survey to assess the status of the performance level of the Grade Six Pupils in TLE at Calumpang East Elementary School. It allows the researcher gathered information, summarized, presented and interpreted for clarification

RESULTS

During the first quarter of the school year, the researcher found out that the grade six class got a low MPS. The result of the First Periodical Test in TLE VI showed that only 20 out of 41 pupils, which is 48.78 % of the class passed the test. It resulted in a Mean of 37.51, SD of 2.64 and the MPS of 75.02%. After the implementation of the study, the result was evaluated through the second periodical test result. This stated that there was a significant increase in the number of pupils who got 75% and above passing grade. It raised from 21 pupils to 28 pupils, which are 17.07% of the enrolment higher as compared to the first quarter. It resulted in a mean of 42.95, SD of 6.71, and an MPS of 85.90%.

DISCUSSIONS

The teacher found difficulties in teaching TLE. She used lectures and some group activities. The pupils also met difficulties in learning the skills. Lack of comprehension skills of the English language made them uninterested with the lesson. Inadequate learning materials and references were a significant hindrance. Practical application was not made because of the unavailability of materials.

There were enhancement strategies used that helped the Grade Six pupils raised their performance level. These were the following: Reading comprehension exercises; They are attending training/seminars of teachers on varied experiential learning, application of pedagogical approaches, learning by doing with complete instructional/learning materials, and using modern technology in gathering references.

KEYWORDS: Performance level, enhancement strategies, pedagogical approaches, learning materials, experiential learning

SUBMISSION ID: R04A-BATANP-1320

A Study on How to Prevent SARDO's from Dropping Out of School

Cristy Malaluan, Department of Education - Lipa City

Abstract

INTRODUCTION

Keeping students in school is generally seen as a public rule. However, some educators may feel relief when disruptive, unmotivated, or struggling students leave school, which results in smaller and easier to manage the class. Students may feel that dropping out is an escape from a hostile, uncaring, or boring school. Leaving school may give them a sense of control in their lives. However, this must not be the trend because life's opportunities are severely limited for students who drop out. Such students are more likely to be unemployed and to earn less over their working life. Considering the facts and information enumerated, the researcher conducts this study in her attempt to prevent SARDO's from dropping out of schools.

METHODS

The respondents of the study are the ninety Grade Nine students from Inosloban- Marawoy Integrated National High School (SY 2017- 2018). With the used of school records, SARDOs' were identified in each section, within the total of 35 students who are the subject of this study. A survey was done utilizing survey questions, and the result was tallied and scrutinized accordingly. The complexity of the Survey Sheet was intentionally prepared to extract valid and trustworthy answers from the subject population. The specific outcome of the answers will be categorized into factors that affect their values for not dropping out of school.

RESULTS

Why Students Dropped Out of School

CATEGORIES	WEIGHTED MEAN	INTERPRETATION
1. Family and Personal Factors	3.204	MT
2. School Related Factors	1.989	QT
3. Community Factors	1.859	QT

The data presents the factors why students dropped out of school. Family and personal factors ranked number 1 with a computed weighted mean of 3.204, followed by School related factors and Community Factors, respectively.

DISCUSSIONS

The findings revealed that family and personal factors greatly influenced students from dropping out of schools. Based on the findings alternative course of action must be done to prevent SARDO's from dropping out of schools; the student should be guided in their time management; home visitation must be done to personally confer with the parents or guardians about the situation and the school must device an operant conditioning to give rewards to those who are early comers and reinforce consistency all throughout the school year.

KEYWORDS: SARDO's, Dropping Out, Prevention

SUBMISSION ID: R04A-LIPAC1-0024

A Study on Millennial Students' Learning Preference: An Edmodo Experience

Ariel Vergara

Abstract

INTRODUCTION

21st-century learners are considered as millennial students because of their vast exposure to different technologies. With this, a study was conducted to assess student's preference on the use of technology in the learning process, particularly in taking up quizzes, answering homework and performing activities specifically in English and identifying the learners' perceived advantages of Edmodo. Edmodo is a free and secure educational learning network used to provide a simple way for teachers to create and manage an online classroom community as well as enables students to connect and work with their classmates, teachers anywhere and anytime.

METHODS

The study was conducted to Grade 10 students of Pansol National High School who are enrolled in Edmodo; thus, purposively selected. The descriptive research design was utilized, which dwells into the millennial preference on the use of an online program to improve their scholastic performance. It is sought to determine whether a technology-based program is preferred and useful among the students.

RESULTS

The results of the study showed that the respondents preferred to use Edmodo for quizzes since they can read the question clearer, and they can immediately view their scores. Also, the program was preferred by the students as a tool for making and submitting their homework because they become more committed and encouraged since the response of the teacher is fast. Use of Edmodo also made the students motivated to answers and made online activities. However, there are also factors that affect their preference of using the online program like the enhancement of communication skills since communication will be done through chat and online messages. Furthermore, the availability of internet connection at home among students also affected their preference.

DISCUSSIONS

To realize the proposed innovation and intervention, ICT (Edmodo session) should become a regular part of the Collaborative Learning session, which shall be done once a week. Additionally, an increase of the internet speed will also be proposed to make sure that as teachers are conducting their session, students can have their reasonable access to the online program thus, they can enjoy it while learning.

KEYWORDS: millennial, preference, assessment, innovations

SUBMISSION ID: R04A-BATANP-0338

A Study on Teaching of the Effects of Internet Use in the Study Habit of Inosloban-Marawoy Elementary School Pupils

Eva Naval

Abstract

INTRODUCTION

In today's generation, people in all parts of the world used the modern trend of technology. Many schools and teachers have not yet recognized-much less responded to the new ways students communicate and access information over the internet. Students report that there is a substantial disconnection between how they use the internet for school and how they use the internet during school days and under teacher direction. For the most part, the student's educational use of the internet occurs outside the school building and direction of the teachers. While there are a variety of pressures and challenges in improving internet access, students perceive this disconnection to be the result of inconsistent teacher policies regarding internet use.

METHODS

The proponent made use of the descriptive method of research since the action research seeks to find out factual information about internet use of pupils in Inosloban-Marawoy Elementary School. This method of investigation describes and interprets what is concerned with the conditions that exist, practices that prevail, and belief, trends that are developing in the subject area of the study.

RESULTS

The pupil-respondents showed a more significant number at the right age to use the internet. Another individual with different age level showed awareness on the internet. The pupil-respondent showed much interest in the internet as revealed in their perception toward fondness on the internet. Curiosity, on the other hand, served to be one main factor of the response given.

DISCUSSIONS

Age maturity, family income, type of community, status, and level of respondents play a significant role in internet use. Internet like other optical media is sensitive enough to be used by children at this age. Most of the parents are not aware of their level on how to learn the program of internet use. A significant number of respondents showed much interest that the latter perceived better on the reasons of other clients on the internet why the number of students used the internet as part of their learning. The more significant number of times on how long they spend internet needs time and effort. It is already a part of their daily life in school and at home.

KEYWORDS: Effects of Internet, technology, study habit

SUBMISSION ID: R04A-LIPAC1-0230

**A Study on the Causes of Absenteeism, Cutting Classes and Tardiness
of Senior High School Students of Florita Herrera Irizari National High
School**

Sammy B. Adobo, Teacher

Abstract

INTRODUCTION

The study was purposely conducted to understand and determine the causes of absenteeism, cutting classes, and tardiness of Senior High School students that hinder them from focusing on their study. This was also conducted in order to address and bridge the primary problems of the students in realizing their educational pursuit. Students need to attend school daily to succeed. The good news of this report is that being in school leads to succeeding in life shortly. With this, the result would be an awaking point to both teachers, students, and all the members of the educational institution in general.

METHODS

This study used descriptive-quantitative research design. It utilized a survey questionnaire to gather data on the causes of absenteeism, cutting classes, and tardiness of Senior High School Students of FHINHS. One hundred five respondents were surveyed. Coding or consolidating the number of responses per problem were recorded.

RESULTS

Study reveals that some students were financially hard-up. There are also students who need to be absent in order to work. All these reasons could affect the concentration of the students for such they will become behind from class discussions and some activities if they are absent. Sickness is a widespread reason for the students on being absent. Not only the student's health but also to some members of their family if they got sick, they will also suffer their studies to mind them. It is essential for every student to be physically fit and mentally alert so that they will be active to participate in class discussions, etc.

DISCUSSIONS

Students must be eager to their studies that they must evade making absences, tardiness and cutting classes because those can hinder the quality of learning they earned, students must have cleanliness and secure their health to maintain physically fit and mentally alerts for the avoidance of sickness that student's majority reasons of failures to their studies, the school administrator and teachers must be strict in implementing the school rules and regulation inside the campus, and they should continue to give the quality of instructions to their students, the community, especially the parents that they must always be supportive to their children in their studies, that they must continue to encourage their children to strive in their studies and avoid making absences.

KEYWORDS: absenteeism, cutting classes, tardiness

SUBMISSION ID: R013-SURSUR-0244

A Study on the Filipino Language Proficiency of Grade 12 Students in Relation to CHED's Memorandum Order No. 20 on the Exclusion of Filipino And Panitikan Subjects as Core Courses in College

Bernadeth C. Angeles & Irene Delos Santos, Department of Education

Abstract

INTRODUCTION

The main argument upholding the implementation of such memorandum is that teaching Filipino and Panitikan courses in universities will be a waste of resources since the said courses were already taught in elementary and high school. The petitioners who filed a complaint argued that it is contrary to the mandate of the Constitution. Also, it is prejudicial to the Filipino subjects, which are necessary to be sufficiently taught to the children and the next generation as it is the national language of the Philippines.

METHODS

To further explore the role played by these two concepts, this section will explain the rationale behind the choice of participants, including details for special considerations. The second part of this section focuses on discussing the procedures to be taken in conducting the research. Three (3) schools were randomly chosen from a list of all the schools offering senior high in Cavite.

Cavite was selected as a research site due to three reasons. First, is its accessibility to the researcher. Second, Cavite is a province where the primary language is Tagalog. Conducting exploratory research in an area where Tagalog is the primary language will be a good start before delving further in more complicated areas in the future.

RESULTS

From this research question, one can derive two independent concepts: (1) Filipino and Panitikan; and (2) implementation of Memorandum Order No. 20. Hence, in this review, a discussion of the Philippine Educational System involving the discussion of the K-12 program, the anchor of the changes proposed in the said memorandum, elaborated in the first section. This followed by a brief review of Memorandum Order No. 20. This review ends in the discussion of the gap in the existing literature, adding to the significance of the conduct of this research.

DISCUSSIONS

The K to 12 Law seeks to achieve, among others, the following objectives: (1) decongest the curriculum; (2) prepare the students for higher education; (3) prepare the students for the labor market; and (4) comply with global standards. To fully implement the K-12 program, numerous memorandum orders, laws, and resolutions were passed. Among them is the subject of contention in this research, CHED's Memorandum Order No. 20.

KEYWORDS: Language Proficiency, CHED Memorandum No. 20, Core Courses, Grade 12

SUBMISSION ID: R04A-IMUSC1-0022

A Survey of Practices in Elementary Science Competitions: Basis for a Proposed Enhancement Program for Science Competitions

Mylene Salazar, Department of Education

Abstract

INTRODUCTION

This study used the descriptive method of research through survey technique to determine the practices of the school heads, teacher-coaches, pupil-contestants, and parents as a basis for a proposed enhancement program for science competitions. The descriptive survey aspect of this research is the reflection and illustration of the present condition of the science education program as practiced by the respondents, gathered through a validated self-made questionnaire.

METHODS

The practices of the school heads were focused on budgetary support, motivations, and incentives, and time scheduling and workload assignment; while those of teacher-coaches were on readiness, coaching, stress management, and motivations and incentives. On the other hand, parents' practices were on attitudes and provisions of learning opportunities and the pupil-contestants' attitudes were on emotional readiness, attitudes, attitudes towards science and coaching, and study habits. Using stratified random sampling, the researcher included 39 schools with 1092 respondents (39 school heads, 351 teacher-coaches, 351 pupil-contestants, and 351 parents of the pupil-contestants).

RESULTS

Practices of teacher-coaches are significantly associated ($p < 0.05$) with educational attainment and those who finished general education and science major had a more significant association with their practices in science competitions. However, practices of teacher-coaches are negatively associated ($p < 0.05$) with their performance rating, level of in-service training attended, and rank in science competitions. Consequently, very satisfactory performance rating and those attended district and division levels had a higher association ($p < 0.05$) in terms of their coaching practices and others. Likewise, the lower the rank in science competitions, the higher the association with their practices in science competitions. Attitudes of the pupil-contestants are negatively associated ($p < 0.05$) with their science academic performance and their ranking in the competitions.

DISCUSSIONS

This present study thereby recommends a proposed enhancement training program for science competitions to the Public Elementary Schools who pursue to attain if not maintain high-level performance in science competitions locally and internationally. The proposed enhancement undertakings for teacher-coaches, pupil-contestants, school heads, and parents should be piloted tested for three years and should be evaluated for their effectiveness.

KEYWORDS: DISSERTATION

SUBMISSION ID: R04A-CAVITP-1210

A Survey on Reading Abilities in English of Grade Two Pupils of Francisco P. Felix Elementary School

Armi Donna Nano, FP Felix ES Main Cainta Rizal

Abstract

INTRODUCTION

The primary public school teachers of Francisco P. Felix Elementary School, Cainta IA District often find many pupils who are deficient in the necessary tools in learning. There are those who are practically non-readers and in frustration level at the end of the school year based on the posttest conducted. Others are found to spell the most common words hardly. Some pupils are not only handicapped when called upon to use these fundamental tools in their class works, but very much at a disadvantage in successfully meeting many of the forecited facts. Thus, this research study was conducted to help the school administrators and teachers on how to establish the importance of reading in achieving higher academic performance and its lifelong impact on confidence and success in education and workplace

METHODS

The primary sources of information for this study were the 15 primary pupils of Francisco P. Felix Elementary School. They were asked to read the passages and answer the questions in order to get the best data and information needed for this study. Standardized reading passages were used to find out the reading abilities and to identify the reading difficulties met by the grade two pupils of Francisco P. Felix Elementary School.

RESULTS

The results of the survey show that there were 33.33% of grade two pupils under fast reader while there were 13.33% who were average readers, and there were 53.34% of pupils who were slow readers. It is revealed that majority (53.34%) of the grade two pupils were slow readers. They read the passage within 3 minutes and above. During the reading, some pupils encountered difficulties wherein they read word-by-word. They even read without expression, and some were not concentrated in reading, which could be the reason why they took so long in reading the passage. They had developed their ability to read, but they read slowly.

DISCUSSIONS

Slow readers were also weak in comprehension. They often perform poorly in school. The pupils also commonly have reading difficulties. Some are ready to perform a reading, but others do not. So readiness implies a degree of concentration and eagerness. Individuals learn best when they are physically, mentally, and emotionally ready to learn and do not learn well if they see no reason for learning.

KEYWORDS: Slow readers, comprehension, Reading Abilities, frustration, reading, fundamental tools, posttest

SUBMISSION ID: R04A-RIZALP-0383

A Survey on Teachers Performance and Classroom Management Basis for Teachers Continuous Improvement

Marichu Vidal

Abstract

INTRODUCTION

This study aimed to identify the level of performance and classroom management of teachers with an end view to improve and enhance school performance.

METHODS

The study integrated the descriptive normative survey method via a survey questionnaire checklist on the extent of school-based- management performance, semi-structured interview, and observation were employed among 26 respondents. Five sets of the validated checklist were utilized as primary tools in collecting data. The process of descriptive goes beyond gathering and tabulation of data.

RESULTS

Results from the study showed that teacher-respondents were moderately satisfied with their instructional performance. Teachers cope up with varied duties and responsibilities. However, they were not capable of balancing the competencies between classroom instructions, community linkages, and develop professional growth. Significant impacts on the teacher's performance were assessed and highly significant seen after the study.

DISCUSSIONS

In conducting the study, the majority of the teachers perceived judgment and revealed the need to review policy and guidelines. Policies on program and activities were of the doubt to some and should be directed and constituted for the teachers to follow. School head assisted understanding on theoretical knowledge, importance, and role of teaching strategies, developed integration of classroom management and innovation emphasized how 21st-century teachers that can use strategic classroom management. The problem being encountered was minimal; the giving of survey checklist tools, interview, and observation were carried out. Findings and recommendation show the need to improved and enhance continuous teachers performance through guided policy implementation that underlines the development of innovative approaches to teaching and learning should not only concentrate on content learning but also immersing pupils in activities and programs that develop micro and macro skills for quality education and meet the mission vision of the department.

KEYWORDS: Teacher factor, teaching strategy, and school factor

SUBMISSION ID: R04A-STAROS-0083

A Survey on Tendency Towards Curriculum Ideologies among Junior High School Mathematics Teachers

Norman Barroso, Philippine Normal University, Tanza National Comprehensive High School

Abstract

INTRODUCTION

Beliefs, attitudes, and ideology play a fundamental role in the teaching profession. They shape curriculum ideology and therefore influence curriculum visions, philosophies, doctrines, opinions, conceptual frameworks, and belief systems in the education. Exploring teacher's curriculum ideology provides a precise baseline data for more significant support to the learner and service-centered delivery of education.

METHODS

The research was a quantitative descriptive study. The survey questionnaire was developed by the Ph.D. students of PNU-Manila in Contemporary Curricular Perspectives in Mathematics Education during the third term of the school year 2017-2018. The questionnaire was validated by Dr. Evangeline F. Golla. The respondents composed of 15 Junior High School Math teachers at Tanza National Comprehensive High School (TNCHS). Descriptive analysis was conducted using frequencies, percentages, and arithmetic means.

RESULTS

The results of the study showed that most of the mathematics teachers subscribed to Learner-Centered Ideology, while Scholar Academic Ideology was the least preferred. Social Reconstructionism and Social Efficiency ranked second and third, respectively.

DISCUSSIONS

The study explored the curriculum ideologies of 15 junior high school mathematics teachers at TNCHS, which are limited into four ideological perspectives, which are Scholar Academic, Social Efficiency, Learner-Centered, and Social Reconstruction. It is seen that mathematics teachers least subscribe to the belief that the purpose of schooling is to efficiently meet the needs of society by training youth to function as future mature contributing members of society. This reflects a call for the repositioning of the mathematics teachers' vision and values to the present-day demands of the education as mandated by the K to 12 curriculum of progressive mathematics for social reconstruction.

KEYWORDS: curriculum ideologies, scholar academic, social efficiency, learner-centered, social reconstruction

SUBMISSION ID: R04A-CAVTP-1017

A Teacher's Journey: Challenges of Novice Teachers in Public Secondary Schools

Rio Gan

Abstract

INTRODUCTION

As one of the most influential role models for developing students, teachers are responsible for more than just academic enrichment. Today, schools are becoming more crowded, increasingly underfunded, and concurrently becoming institutions where solving life problems of students are much more conventional on the side of academic requirements in education for the specific subject area. This stems from the lived experiences of novice teachers in public secondary schools. The novice teachers' transition to public school can be unsettling since there is no gradual initiation into the teaching profession.

METHODS

In-depth information from the participants' recollection and evaluation of past experiences were gathered through Transcendental Phenomenology method to understand and describe the lived experiences, and challenges of the novice teachers. The method was supported by an interview using a self-made unstructured guide questionnaire with open-ended queries. The purposive technique was used in the selection of participants involving five male and five female licensed novice teachers from public secondary schools in Cavite, City, with at least 2 to 3 years of teaching experience.

RESULTS

The gathered data was transcribed and analyzed. An interview code was assigned in each participant to keep the confidentiality of the personal information given. Four types of field notes were used for comprehensive data gathering: credibility, transferability, dependability, and confirmability. Throughout the analysis of data, and focused group discussion, several significant themes arrived: disillusionment and realities of the teaching profession; further reflected on how unprepared they felt teaching in a public school with a large number of students; lack of support from mentors; were challenged by lack of collaboration and planning time; emotional issues related to student's behavior and attitude; inconsistent feedback from other teachers and superiors; isolation; insufficient salary; professional development; and amount of requirements for their position.

DISCUSSIONS

The result indicates the essential tools needed by the teachers to guarantee personal success and quality of education. Multiple classroom experiences to better understand variance degrees of complexity, support as they transition from private to public school, orientation on the roles in the differentiation of instruction for diverse learners, manage a classroom effectively, and to prepare them towards unrealized expectations they might encounter.

KEYWORDS: novice teachers, lived experiences, public secondary school, professional development, challenges

SUBMISSION ID: R04A-CAVITP-0060

A Three Year Tracer Of Hp (Hewlett-Packcard) Stream 8 Tablet and its Impact to Teachers: An Appreciation to the Provincial Government of Cavite

Arnulfo Noli Tan, Paliparan National High School

Abstract

INTRODUCTION

Tracer studies served as an essential tool within schools, providing information for reflection to enhance future institutional development. Gan and Mahoney (2013) cited that tracer studies can create another door to discover problems that can be turned into opportunities for enhancement, improvement, and innovations

METHODS

The research study was limited to the teachers of Paliparan National High School who are recipients HP (Hewlett-Packard) stream eight tablet. The research was a combination of quantitative and qualitative research methods. Quantitative data were collected using a frequency count. The unstructured interview was also conducted to gather qualitative findings

RESULTS

The findings revealed that teachers took extra care in using the HP, as indicated in the high percentage of users. There are minimal reasons why HP tablets are not usable, and it is prevalent and unavoidable in all types of gadgets. It is worth learning to use the HP tablet in creative, productive, and educational ways, for there are numerous benefits of gadgets in terms of teaching and learning.

DISCUSSIONS

The government is encouraged to provide an updated version of technology-based teaching aid to the teachers. Continuous development of strategies and methods to be applied is essential in order to sustain the effectiveness in the utilization of technology-based teaching aid. The tracer study of the HP tablet given by the Provincial Government of Cavite be conducted in other schools. A copy of this study has to be endorsed to the Provincial Government of Cavite.

KEYWORDS: TRACER, IMPROVEMENT, MOTIVATION, TECHNOLOGY, DEVELOPMENT

SUBMISSION ID: R04A-DASMAR-0015

A Tool For Improving Teacher Quality and Classroom Practice (Development of Welding Post Positioner)

Reilyn Calmada, Lopez National Comprehensive High School

Abstract

INTRODUCTION

The problem of welding students in Lopez National Comprehensive High School is the training equipment that can be used to perform the basic welding knowledge. The primary purpose is to develop a welding post positioner with multi-function to all welding positions. It covers the welding position, including the groove weld and fillet weld. The developed welding post positioner is made up of galvanized iron pipe for the post and angle bar, flat bar, galvanized iron sheet and plunge for the base stand and drawer.

METHODS

The manufacturing development, the operation, and testing procedures, including all the testing procedure and evaluation process to be used in this study, were also presented.

RESULTS

The prototype was tested based on the six (6) categories; first and second is time speed on adjusting the pole A and B with the result of 7.47 and 6 seconds, interpreted as there is a significant difference. Third and fourth is time speed on rotating and adjusting the arm fitter A and B the result is 7.8 seconds and 7.33 seconds interpreted as there is a significant difference. Time speed on assembling the positioner arm is 11.8; there is no significant difference. Last is time speed on setting the workpiece with an average of 5.33 seconds interpreted as there is a significant difference. The welding post positioner is functioning obtained a mean of 4.47, which means "Very Good." The evaluation results showed a significant effect of the product in terms of functionality, efficiency, workability, safety, economic value, aesthetics, and effectiveness. This project will constructively boost the learning capabilities of the students of the school. Furthermore, innovation by the future researchers may be added to improve the product further. Overall, the product seemed very well and prosperous.

DISCUSSIONS

Using the developed welding post positioner, weldment can easily be reached, and the welder can move freely to weld joints. It is more comfortable and safer to use, and the parts can be easily assembled and can be adjusted to any position. It is also capable, efficient and has a lightweight structure that can be carried by two persons.

KEYWORDS: fillet weld, grove weld, weldment

SUBMISSION ID: R04A-QUEZON-0288

**A Trace Study of Current Social Climate of Frequently Absent Grade 10
Students of Ananias C. Hernandez National High School**

Jennefer Atienza, & Jesecca Huelba, Jonnalyn B. Dimailig, Ananias C.
Hernandez National High School

Abstract

INTRODUCTION

School attendance is a baseline factor in determining a student's success. Making it a priority, students will be allowed to have positive grades. It also develops healthy life habits, avoid dangerous behavior, and have a better chance of fulfilling their goal of finishing their studies. Encouraging regular school attendance is one of the most powerful ways to prepare the child for success" both in school and in life. However, frequent absences of students might lead to negative consequences rooting from different influences. School refusal behavior of students has become highly problematic, thus tracing the current social climates was be done.

METHODS

The study used the descriptive method with a constructed questionnaire as the primary data gathering instrument to determine the current social climate conditions. Frequent absent students were identified using the attendance notebook and SF2 of the adviser. Twenty students served as respondents of the study. The attendance of the identified students was traced from grade 7 to grade 9 based on the attendance and SF2. The statistical tools used were the ranking and weighted mean. The ranking was used to determine which among the social climates influenced the absences of students. Weighted mean was used to determine the highest reason for each social climate.

RESULTS

Selected 20 frequently absent students of Grade 10 in the SY 2017-2018 for the last three years noted a rate of 65.5%. This value did not meet the passing rate of 75%. From thorough readings and researches, this study gathered three social climates that affect the attendance of students. School got the highest weighted mean of 2.09, which the respondent agreed that affect their attendance. The main reason why they tend to refuse to go to school is rampant bullying inside the classroom with the highest weighted mean of 2.73. The family was the second social climate that affects the attendance of students. It got 2.05 overall weighted mean. Lack of financial support from parents and too many household chores to do were two reasons for their absences. The community was last in rank with 1.47. The distance of the school from the house got 1.91.

DISCUSSIONS

The result depicted a need for a plan of action, precisely the main reason why students tend to absent in school. Bullying is widely recognized as one of the significant factors in student's attendance and academic performance. Making them feel safe in school is the most powerful way to prepare the child for success" both in school and in life.

KEYWORDS: Social Climates, absenteeism, reduction

SUBMISSION ID: R04A-BATANP-1179

A Tracer Study of Anonas National High School Graduates

Antonino Rafanan, Department of Education

Abstract

INTRODUCTION

Entering college education is not easy — one of the main reasons why students do not continue their studies after high school is a financial difficulty. Though many scholarships are available, still many of them cannot afford to go to college. It is noticeable and observable that there are some graduates of Anonas National High School who are just seen in the vicinity of the school. Thus the researcher aimed to determine the number of students who are enrolled in college and the factors that influence them to pursue their undergraduate studies.

METHODS

The researcher used a descriptive design with the form of specific quantitative design using an entire group. It includes the accumulation, investigation, and understanding of information. The principal aim in utilizing this technique is to portray the idea of a circumstance as it exists at the season of the examination and to investigate the cases of particular phenomena.

RESULTS

It is revealed that there is a significant relationship between the financial status and occupation of parents, as indicated by the significance value of 0.031. Socioeconomic status of parents affects the choice of students to pursue undergraduate studies.

DISCUSSIONS

The result shows that the majority of the graduates of Anonas National High School in the years 2012-2015 are male, single, 18-20 years old, unemployed with the monthly income ranging from P1,000 - P5,000, and not enrolled in college. People factor, availability of courses, distance, and financial factor moderately influence the respondents to pursue their undergraduate studies. There is a significant relationship between the schooling capacity across the profiles variable.

KEYWORDS: tracer study, undergraduate enrollment, high school graduate

SUBMISSION ID: R001-URDANE-0023

A Tracer Study of Baybayin National High School (Grade 7-12) Senior High School Graduates

Flaviana M. Dagli, Rodessa J. Lara, & Vanessa Ilao, Baybayin National High School (Grade 7-12)

Abstract

INTRODUCTION

Graduate tracer studies are designed by educational institutions to gather the perceptions of its graduates on the relevance of their academic experiences to employment opportunities. It is also a means to measure the relevance of the curriculum in meeting the needs of the students. The implementation of the K-12 curriculum signaled a milestone in the Philippine Education System. This curriculum offered a different path to senior high school graduates because the new curriculum has provided four avenues for the graduates to choose from, which are higher education, employment, entrepreneurship, and middle skills development. This study is designed to track the alumni and to determine which exit they took. It identified the profile of the graduates in terms of sex, SHS strand, chosen exit, and their reasons for choosing that exit. This also examined the significance of the curriculum in guiding the students on which exit to take.

METHODS

This study used the descriptive research method employing a researchers-made questionnaire as a data gathering instrument. The researchers designed a questionnaire data gathering instrument. Two hundred seventy-nine alumni served as the respondents of the study. Data were analyzed using descriptive statistics.

RESULTS

Based on the results of the study, the respondents are mostly male, from the Humanities and Social Sciences strand and have pursued higher education. From the information gathered, the top three reasons of the alumni in choosing the exit is because they wanted to reach their goals and dreams, to sustain their daily needs and pay back all their families' sacrifices and to have an experience in the working field. As revealed, 126 of the respondents perceived that the senior high school curriculum is very significant/useful in preparing them for the exits.

DISCUSSIONS

The senior high school curriculum was found to be very useful/significant in preparing the graduates for the exits. However, it is noteworthy to address that none of the graduates pursued entrepreneurship, and only one pursued middle skills development. It is recommended that programs and instructions be more adaptive to student's needs. Continued tracking of alumni for at least three consecutive years is also suggested to be conducted in the school and in other schools in order to be able to gather more concrete evidence with regards to the effectivity of the K-12 curriculum in achieving its goals.

KEYWORDS: Tracer study, Exits, K-12 curriculum

SUBMISSION ID: R04A-BATANP-1042

A Whole New World: A Phenomenological Study of the Lived Experiences of SHS Teachers who are from the HEIs

Adrian E. Lubigan & Nenita C. Mojica, Trece Martires City Senior High School

Abstract

INTRODUCTION

The transition period before the full implementation of the K-12 curriculum raised concerns on fewer or no freshmen enrollees in Higher Education Institutions (HEIs) and putting some college teachers in displacement. This made their exodus to the Department of Education inevitable. Since the two learning institutions are dissimilar in their practices, this might give HEI teachers a hard time adjusting to their new environment. Thus, this study, which aims to determine the lived experiences on the challenges and their ways to cope with these challenges.

METHODS

The study was a qualitative method that used a phenomenological study design. Five purposively selected SHS teachers from the HEIs underwent an in-depth interview on the challenges they encountered in senior high school, and their strategies in order to cope with these challenges. Braun and Clarke's (2006) thematic analysis was used as a framework of analysis. The steps on familiarization with the data, generation of initial codes, reviewing, refining, and naming of themes, and production of the report were strictly followed.

RESULTS

The first theme generated from the interview was "Controlled Teaching Strategies" indicating the struggles of the participants on the need to prepare a daily lesson plan, adjustment to classroom monitoring, and limited to almost without academic freedom. The second theme, "Tedious Assessment," focused on classroom assessment, and reaching out to parents to avoid dropouts and failing grades. The last theme identified three main areas about Paperwork Overload on narratives, on advisors, and ancillaries.

For the coping strategies, appropriating the teaching skills was noted. The second strategy, changing the mindset, was about internal or personal adjustment to the environment. Learning the Deped culture was the last coping strategy applied to overcome the senior high struggles, wherein the teacher participants realize the benefits of being a senior high school teacher and the sense of dignity as a public servant.

DISCUSSIONS

The results of this study established the lived experiences of senior high school teachers from the HEIs. Limitations are acknowledged in the interpretation of the findings since the sample size was small and participants were purposively chosen. This study opens the academe and the future teacher-applicants to finding the public school system a healthy workplace, and an avenue to determine capabilities to handle stress and changes to achieve quality education for all.

KEYWORDS: Displaced HEI teachers, SHS teachers' challenges, SHS teachers' coping strategies, SHS teachers' experiences

SUBMISSION ID: R04A-CAVTP-0390

Ability in Using Modifier among Junior ABEL Students

Rodel Lantano, Teacher & Joyce Ann Maglunob, Assistant

Abstract

INTRODUCTION

Modifiers are indispensable in the field of writing. However, the rules of using these modifiers are often neglected by writers resulting in grammatical errors and ambiguous contexts being expressed. In line with the said problem, this study aimed to investigate the ability of junior ABEL students in using modifiers. Specifically, this study sought to determine the profile of the students and their ability in using modifiers by correcting erroneous sentences and paragraphs containing dangling and misplaced modifiers in one-word, phrasal, and sentential level.

METHODS

The researchers used descriptive-correlation method and used a questionnaire to elicit data. Frequency, counts, percentage distribution, mean, Contingency coefficient, and Spearman correlation analysis were used for the treatment of the data.

RESULTS

The results showed that the majority were graduates from public school. Most of them selected textbooks as their most preferred reading material; majority used Iloco as their mother tongue; the majority said that their motivation in studying English is to integrate themselves in English speaking communities; most of them obtained grades within the 2.25-2.50 range in Writing in the Discipline, and Structure of the English Language. The 25.6 mean score of the respondents indicated that the respondents' overall level of ability in using modifiers is moderate. Furthermore, it was found out that the respondents' profile has a relationship on their ability in using modifiers.

DISCUSSIONS

Based on the findings, it is highly recommended by the researchers for primary English students to exert more effort to improve their level of ability in using modifiers. English instructors should prepare instructional materials mainly designed to enhance the ability of the students in using modifiers; curriculum planners to include more lessons that can help students in improving their knowledge regarding modification errors particularly on dangling modifiers which they are found to have great difficulty.

KEYWORDS: Modifier, Dangling Modifier, Misplaced Modifier, Adjectives

SUBMISSION ID: R001-URDANE-0032

ABM Students' Perception Towards their Work Immersion Experience

Crissa Rei Adorna, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

This research aims to determine the objectives and benefits of undergoing work immersion for the Accountancy, Business and Management students of General Mariano Alvarez Technical High School. The study also wants to know the things that are considered in choosing the company for the immersion.

METHODS

A qualitative approach was used in this study, which aims to determine the perception of Accountancy, Business and Management students of General Mariano Alvarez Technical High School of the school year 2017-2018 about their work immersion. The study is only limited to some of the students, and data gathering was by the use of open-ended interview questions.

RESULTS

This research shows that work immersions improve the student's skills, particularly in communication, character building, work ethics, and skills needed for the job.

DISCUSSIONS

The study serves as a guide for future Accountancy, Business and Management students of General Mariano Alvarez Technical High School as to what to expect when undertaking the work immersion.

KEYWORDS: Perception, Work Immersion, K to 12

SUBMISSION ID: R04A-CAVITP-0660

Absenteeism among Grade 8 Sagittarius at Payapa National High School, Sy 2017-2018

Ceniza Obrador, Payapa National High School

Abstract

INTRODUCTION

Going to school regularly is crucially essential for a child's education and social skills.

METHODS

The descriptive method of research was utilized.

RESULTS

Physical factors appeared to rank first although the researcher expected that it would be health factors which would come out as the foremost or primary factor for student absenteeism.

DISCUSSIONS

Distance traveled from home to school and feeling unprotected were highly evident as reasons for students' absenteeism.

KEYWORDS: absenteeism, students, physical factors

SUBMISSION ID: R04A-BATANP-0780

Absenteeism among Pupils of Tala Elementary School: Basis to an Action Plan

Adelina Manalo

Abstract

INTRODUCTION

Absenteeism means chronic absence. In the context of school, it is the systematic or intentional failure from going to school. School absenteeism is an alarming problem for principals, teachers, parents, and society in general, as well as for the pupils in particular. Unaccepted absence hurts peer relationship, which could cause absence. Missed out lessons will result in low scores and low grades. It is the aim of every school to lessen, if not eradicate absenteeism among its pupils. This is because the families of habitual absentee also suffer. For a poverty-stricken family, it may mean a continuation of the poverty and unemployment cycle that run in the family. This also contributes to family conflict. In Tala Elementary School, incidences of absenteeism from June to August 17 were rampant. One way of addressing this problem is to identify the causes of why pupils become absent from school. Once they are singled out, understood and analyzed, specific actions and measures can be undertaken. This will eventually redound to the better performance of the pupils, teachers, and the school in general. It is in this context that this action research was undertaken to identify the causes of absenteeism among pupils.

METHODS

The researcher used the descriptive method of research in undertaking this study. Descriptive research involves describing, analyzing, and interpreting certain conditions which are existing at the time that a study is conducted. It also involved in comparing and contrasting as well as attempting the discovery of a cause-and-effect relationship which is existing at a specific location such as Tala Elementary School, the local study. It described the nature of the situation, which was the problem of absenteeism.

RESULTS

About the extent of absenteeism, more than half of the respondents perceived rampant absenteeism among pupils of Tala Elementary School. Financial problem was the foremost cause of absenteeism among pupils of Tala Elementary School, which was followed by work and lack of motivation. While, with regards to the effects, low grades ranked first followed by missed out lessons.

DISCUSSIONS

It was concluded that financial problems, work, and lack of motivation were the causes of absenteeism, which would result in low grades and eventually, low competencies. It is therefore recommended that more strict implementation of attendance has to be done. Monitoring of absentees has to be done fervently.

KEYWORDS: Absenteeism, Action Plan, strict implementation

SUBMISSION ID: R04A-BATANP-2219

Absenteeism and Tardiness among High School Students in Banaba West National High School

Jenny D. Buenaflor, Banaba West National High School
(Adviser: Marian De Mesa)

Abstract

INTRODUCTION

Several factors affect every student's performance in class, and these include absenteeism and tardiness. Eventually, these two, when practiced, can turn into habits, and later on, may become unavoidable. As part of the present school's mandate of practicing punctuality, the researchers wanted to find out the factors that influence high school students' absences/tardiness; their perceived consequences of such; ways being done by the concerned students and in the end, propose intervention activities that may be done by the respondents to assist them into lessening their absences and tardiness records in Banaba West National High School.

METHODS

This quantitative study made use of a descriptive research design. Based on the school's records, there were only thirty-five (35) high school students reported as having the most number of absences and tardiness marks during their first quarter period from the grades 7-12 levels. Thus, they were 100% of the study's respondents. The researcher-prepared questionnaire was the main instrument used. Interviews were solicited from some to clarify their answers in the questionnaires.

RESULTS

Results showed that most of the respondents who had absences and tardiness marks were from grade levels eight and eleven; male and with ages ranging from 13 and 17 years old. The respondents agreed that the most common factors contributory to tardiness/absenteeism are brought about by personal factors. Correctly the items "sleeping late at night" and "cannot participate in the class discussions." The majority perceived that as a critical consequence of absenteeism and tardiness are low grades due to factors like "submitting projects/assignments behind deadlines"; "missing the actual lesson-discussions and quizzes given" and "parents being invited by the adviser and guidance counselor to discuss the students' attendance."

DISCUSSIONS

In this study, the main reason found for most cases of absenteeism and tardiness is the lack of sleep due to their gadgets. When an individual lacks sleep, there is a possibility of waking up late, preparing late in the morning and may end with either being late or absent in their classes. As most respondents were open for suggestions, a proposed list of activities, which may hopefully motivate the concerned to shift their negative habits, had been proposed in the paper.

KEYWORDS: Absenteeism, Tardiness, High School Students, Batangas City

SUBMISSION ID: R04A-BATANC-0185

Absenteeism of Selected Grade Three Pupils of Lumaniag Elementary School

Josephine Jonson, Department of Education
(Adviser: N/A)

Abstract

INTRODUCTION

No matter how exciting and well-prepared the lesson is and teaching materials are, there are bound to be pupils who miss out on the day's activities - willingly and unwillingly. Based on the records, 71% of the grade three class, both sections combined, awarded "Perfect Attendance" during the First Quarter and dropped down to 69% on the next quarter. This aimed the researcher to have accurate analysis on the reason why some pupils are perennial absentees, so it may help to formulate plans, projects, and programs to minimize their absences.

METHODS

Selected pupils answered a study questionnaire in Grade three of two sections which often absents in class. It has been done at around 12:00 to 12:30 in the afternoon. They were asked for a complete questionnaire. They rated the various situations, reasons, and causes for being absent from school. All of the data were compiled, tallied, tabulated, and presented in a series of tables and graphs. The questionnaire was given to pupils in the medium of Tagalog to increase the chance of accurate responses.

RESULTS

Factors such as environmental, personal reasons, teacher-related reasons, classroom environment, and home have been the result of this study. Included to physical factor was the house is far from school, for personal reason - health problem (which is minimal), and laziness most of the time. When it comes to teacher-related factor was scolded by the teacher or did not like their teacher. Other results which involve classroom environment was their classmates were noisy or experienced bullying and even no friends in class. As for home-related were their parents asked them not to attend the class, their parents quarreled, they were being neglected, too pre-occupied with household chores, need to take care of siblings and even financial matters such as no money to buy snacks or do not have food for lunch.

DISCUSSIONS

Going to school regularly is crucially essential for pupils' education and social skills. It is an alarming problem not only for teachers but for administrators, parents, and community as well. This may affect poor academic performance, difficulty in making friends, and worst may at risk of dropping out of school. Doing modules for those pupils who are considered perennial absentees is the best thing to do for them to catch up with the lessons.

KEYWORDS: Perennial absentees

SUBMISSION ID: R04A-BATANP-0808

Absenteeism Reduction Plan for Grade Six Pupils at Sta. Elena Elementary School

Vicenta Carpio, Department of Education

Abstract

INTRODUCTION

The purpose of the study identifies the common causes of absenteeism among the grade six pupil of Sta Elena Elementary and, make the necessary plan to reduce the absenteeism. The respondents composed of 30 grade six pupils. The researcher used questionnaires and checklist as a research tool. In analyzing data, the author used frequency, percentage, and weighted mean. The result shows the causes of absenteeism were home related factor t most common, which is 40%; personal Attitude was 27%, Health-related factor 23% Teacher factor 13% and classroom environment 10%. The author made an action plan to reduce absenteeism.

METHODS

The research " Absenteeism and its Effect to Academic Performance of Grade Six Pupils of Sta Elena Elementary School: Basis for Proposed Action Plan" comprises of twenty-nine respondents from grade six pupils. To identify the causes of absenteeism and its effect on academic performance, the researcher uses descriptive quantitative research to answer the question presented in the research question. The researcher utilized frequency, percentage, and weighted mean.

RESULTS

Common causes of absenteeism among the grade six pupils of Sta Elena The research surveyed 30 pupils from grade six, based on the data gathered among the common cause of absenteeism, the home related factors have the highest percentage,12 out of 30 respondents or total of 40%. These home related factors are 4 or 13% of the respondent said that their parent asks them to be absent,1 or 3% of the respondent said that their parent had conflict, 3% said that their parents do not care their studies. Too much household chores were the reason for six respondent or 20%, and no food and money are the reason for 3.3% respondent.

DISCUSSIONS

Intervention made to improve the attendance of the grade six pupil of Sta Elena Elementary. The researcher believes that through regular attending of classes can achieve excellent performance in school, and absences can lead to dropped out and absenteeism. Conducting a simple seminar for families about attendance. Every quarter the teacher asked the parents through the general PTA to give them knowledge on the importance of attending classes and the adverse effects of absenteeism. Giving recognition both and parents with complete and improve attendance. At the end of the month, the pupils and their parents were given recognition and gifts for those pupils who improved in their attendance.

KEYWORDS: Jan-22

SUBMISSION ID: R04A-BATANP-2189

**Absenteeism Reduction Program among Grade Six Absentees at
Gaudencio B. Lontok Memorial Integrated School**

Vivian Sandoval

Abstract

INTRODUCTION

It is the aim of Gaudencio B. Lontok Memorial Integrated School, to lessen, if not eradicate, absenteeism among its students. One way of addressing this problem is to identify the causes of truancy. Once they are singled out, understood, and analyzed, these issues may be addressed with specific actions and measures. This will eventually result in the better performance of the students, teachers, and the school in general.

METHODS

It is in this context that this action research was undertaken, that is, to identify the causes of why the grade VI pupils in this school absent themselves from their classes. This study used the descriptive survey method. A questionnaire was used to determine the causes of absenteeism among the students where they rated each situation/reason/cause presented.

RESULTS

Among individual reasons, illness gained the highest weighted mean of 4.60 and has the most significant effect on the absence of the pupils. Lack of care for the child from the family gained a weighted mean of 3.93. The least was "Bad habits (drug use, etc.)" with a weighted mean of 1.07.

DISCUSSIONS

It was found that students who cannot maintain good relationships with their friends, teachers, and managers, who do not like the school and the subjects have a higher tendency to be absent from school and to drop out of school. Among individual reasons, illness is the factor that has the most significant effect on absence.

KEYWORDS: Absenteeism, Reduction, Economic Impossibilities

SUBMISSION ID: R04A-LIPAC1-0117

Absenteeism Reduction Scheme among Grade V Pupils at Mabini Central School

Nolisa De Villa, Mabini Central School

Abstract

INTRODUCTION

Attendance is an essential factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent. Chronic absenteeism is usually defined as missing ten percent or more of school days. Unfortunately, few school districts currently can analyze attendance data to identify those students who are chronically absent.

METHODS

Descriptive type use in action research with the questionnaires as the main instrument in gathering that would answer the problem posed in this study. It was distributed, collected, tallied, and interpreted to come up with the desired output. The study involves 60 pupils in grade V at Mabini Central School. Furthermore, the study revealed the common reasons for not attending classes.

RESULTS

With the acquired information, the findings were drawn. It is the systematic or intentional failure to attend school. While every pupil may miss some school activities now and then, absence becomes a problem when the student is away from school for many days. The distance of their house to the school, the danger posed by walking and no one accompany the pupil because of the distance got the highest percentage. This means that those factors are not reasons for them to be absent from school. Pupils were not able to attend classes because of their health conditions. The student does not wake up early enough is the most common reason why he/she is absent. Another reason commonly cited is that they cannot concentrate on their studies because they are not interested in their studies. Feeling lazy also keep them away from school.

DISCUSSIONS

Emphasis should be given to oral health and overall body wellness. Teach them how to avoid communicable diseases. Noise-reduction among students should be a priority. Older children, like grade V pupils, tend to have louder voices so they should be taught how to speak softly and without needing to shout. Emphasize to them that if they keep on asking their children to be absent, this will set a bad example to the child. If the parents themselves are keeping the child away from school, they must believe that household concerns are more important than their education.

KEYWORDS: absenteeism, reduction scheme

SUBMISSION ID: R04A-BATANP-1155

Absenteeism: Its Causes and Effects to the Academic Performance of Grade Six Pupils of Rudes ES

Edina Cabbigat & Renato Ubando, Department of Education

Abstract

INTRODUCTION

Going to school regularly is crucial for a student's education and social skills. Every school aims to lessen, if not eradicate, absenteeism among its students. One way of addressing this problem is to identify the causes of students' truancy from school. Once they are singled out, understood and analyzed, specific actions and measures can be undertaken. This will eventually lead to the improved performance of the students, teachers and the school in general. This study aimed to determine the causes of absenteeism and its effect on the academic performance of the Grade Six pupils of Rudes Elementary School.

METHODS

This research utilized the descriptive survey method. It described the factors of absenteeism among the Grade Six pupils of Rudes Elementary School which were classified as: physical factors, health factors, teacher-related reasons, personal attitudes, classroom atmosphere, and home-related factors. This study was correlated with the effects of absenteeism based on the SF2 which determines their daily attendance. A questionnaire that was adapted from the survey conducted by Loren Murcia (2010) was used to determine the causes of absenteeism among the students where they rated each situation/reason/cause presented.

RESULTS

This study likewise determined whether absenteeism affects the academic performance of the Grade Six pupils. Based on the data gathered, it showed that absenteeism has a significant effect on the academic performance of the Grade Six pupils.

Upon the analysis of the data, it indicated that pupils who have better attendance have higher academic performance

Among all the causes presented, health is the primary reason why students are absent from their classes. Flu/fever is a leading factor in this category. Oral health, which according to the Department of Education is the main reason why pupils are absent, is just third among the reasons cited in the said category by the Grade Six pupils.

DISCUSSIONS

School absenteeism is an alarming problem for administrators, teachers, parents and the society in general, as well as for the pupils in particular. Thus, it is important to identify the causes for the absenteeism of Grade Six pupils in this school because recognizing the patterns of early absenteeism will provide valuable information concerning the challenges these students face and will allow the schools to take action.

KEYWORDS: absenteeism, causes of absenteeism, academic performance, significant effect

SUBMISSION ID: R012-SARANG-0050

**Absenteeism: It's Effect to the Performance of the Pupils among the
Selected Pupils of Biluca Elementary School**

Ayeza R. Arcillas

Abstract

INTRODUCTION

Absenteeism is one of the most common causes of the degrading performances of students. To those included in the advanced intelligence curriculum, this can cause a great loss and may result in giving up the aimed position. Social interaction of the students within the classroom involves the teachers and their classmates where teaching and learning activities are being facilitated which need to be improved and addressed some factors that may somehow influence the learning process. It can also cause social depletion especially when a class is composed of a great number of students. This habit can cause a dilemma to the school administration when big figures are involved and may decrease the school's performance.

METHODS

The survey approach and the descriptive method was utilized in this research study. This approach was used for it corresponds to the main objective of this research which is to determine the effects of absenteeism to the school performance of selected pupils of Biluca Elementary School. A survey questionnaire was distributed to be answered by pupils and teachers.

RESULTS

Majority of the respondents are male which composed 22 or 64.70 % while the females comprise 12 or 33.33% of the total population. 34 or 13.02% of the total population composing the pupils of Biluca Elementary School with frequent absences. The Grade three pupils were among the highest percentage of pupils with frequent absences while the pupils in Kinder, Grade One, Four and Six have 5 or 14.70% of the total pupils with frequent absences and Grades Two and Five have 4 or 11.76% of the total population.

DISCUSSIONS

Purposive sampling was used in the selection of participants wherein the researchers listed only the pupils in each grade level having many absences. After that, the questionnaires were distributed to them. The purpose of the study was discussed to the respondents as well as the importance of gathering accurate responses from them. After the administration of the questionnaire, the papers were collected from the pupils for their tabulation and interpretation.

KEYWORDS: absenteeism, purposive sampling

SUBMISSION ID: R04A-BATANC-0564

Abstract Reasoning Ability and Academic Achievement of Grade One Pupils in Kaytitinga Elementary School: Basis for an Enrichment Program

Jennefer Novero

Abstract

INTRODUCTION

The study sought to investigate the relationship of the abstract reasoning ability and the academic achievement of Grade One pupils of Kaytitinga Elementary School as the basis for their enhancement activities.

METHODS

The study utilized the descriptive analysis with the use of the standardized Psychological Test Raven's Progressive Matrices. The academic achievement of 122 Grade One pupils was obtained from the result of their second quarter examination.

RESULTS

The abstract reasoning level of the pupils of based on the mean score obtained from the Raven's Progressive Matrices administered and data collected was average. The result means they are intellectually average or they have a moderate capacity to apprehend meaningless figures presented for their observation at the time the test was administered. The nature of the figure completing each system of relations was presented and by so doing, they can develop a systematic method of reasoning.

DISCUSSIONS

The level of academic achievement of Grade One pupils was approaching proficiency which means that the pupils at this level developed approaching proficiency; this level involves developed fundamental knowledge, skills and core understanding. With a little guidance from the teacher and or with some assistance from peers, they can transfer these understandings through authentic performance tasks. On the basis of the findings, an enrichment class program has been prepared for implementation.

KEYWORDS: Enrichment Class Program, Psychological Test Raven's Progressive Matrices, Performance Tasks

SUBMISSION ID: R04A-CAVITP-0449

Abuse Cases among Grade 7 Students in their Homes: Basis for Enhancing the Child Protection Policy Program

Joan Ofamin, Department of Education

Abstract

INTRODUCTION

Over the past decade, considerable research emerged the importance of Child Protection Policy. This provides special protection to children who are gravely threatened or endangered by circumstances affecting their normal development and over which they have no control and it also assists the concerned agencies in their rehabilitation. Though there is a Child Protection Policy, children are still experiencing violence and abuse. Hence, this study was conducted.

METHODS

Descriptive-evaluative design is employed in this research to investigate the frequency of the learner's abuse cases at home as observed by their teacher-advisers. The quantitative approach was used in data collection. In the quantitative approach, a survey questionnaire was utilized.

RESULTS

Based on the results of the study, out of the one hundred fifty (150) respondents, 5% of them sometimes experience physical abuse, 3% of them always experience psychological abuse, 1% of them sometimes experience sexual abuse, and 14% of them always experience economic abuse from their parents or guardian.

DISCUSSIONS

The result demonstrates the need for the school to conduct a seminar on the Child Protection Policy (CPP) program to help children understand their rights and to educate them about the different kinds of abuse that they might experience or they are experiencing right now. The school should establish a Child Protection Policy (CPP) desks to cater to women and children who are victims of violence. A CPP program should be integrated into every subject area to educate children about their rights and to equip them with knowledge on the ways they protect themselves from certain kinds of violence. Similar studies should be conducted to all students of the school to assess the rampancy of children's violence in the community. Similar studies should also be conducted by the barangay workers to survey the number of children experiencing violence and to help them cope and recover from their painful experiences.

KEYWORDS: abuse, deprivation, humiliation, intimidation, rehabilitation

SUBMISSION ID: R012-SOUCOT-0053

Academic Achievement and Final Ratings of Senior High School Students in Mathematics

Reyarr Cruz, SDO - Cabuyao

Abstract

INTRODUCTION

This study assessed the academic achievement and final ratings of senior high school students in their Mathematics subject from different schools in Cabuyao City, Laguna.

METHODS

This study employed the descriptive correlation survey method for gathering data.

There are seven hundred sixty - two (762) respondents from Cabuyao National High School, two hundred thirty (230) respondents from Bigaa National High School, five hundred ninety - nine (599) respondents from Southville National High School, six hundred three (603) respondents from Gulod National High School, and seven hundred thirty - five (735) from Pulo National High School. There are a total of two thousand nine hundred twenty - nine (2929) respondents from all the public schools in the City of Cabuyao for the study. To determine the relationship of the variables, the researcher used the Spearman Rho, and to test the significance of the variables, the researchers used the formula for t-test.

RESULTS

From the summarized findings, it was concluded that there was a significant relationship between the achievement test scores and the final ratings in Mathematics of the senior high school students.

DISCUSSIONS

To further increase the achievement of students in terms of their final ratings, teachers can use modern technologies in teaching to get the interest of the students, or they can initiate group work and give lots of exercises to facilitate learning by doing. Since the achievement test and the final ratings are significantly related to each other, an achievement test should be taken by the high school students to measure their achievement and this may also be one of the requirements for the computation of their final ratings.

KEYWORDS: Academic Achievement, final Ratings, Senior High School, Mathematics and Achievement Test

SUBMISSION ID: R04A-CABUYA-0079

**Academic Anxiety, Academic Environment and Pupils' Performance:
Basis for Designing an Intervention Program**

Maureen Quilapio, Candelaria Elementary School - Main

Abstract

INTRODUCTION

The kindergarten up to the grade six level serves as a foundation of experiences for the later years of a child but various aspects may affect children in achieving great educational success. These motivated the researcher to conduct an investigation on academic anxiety, academic environment, and the pupils' performance as bases for designing an intervention program. Poor school performance should be seen as a symptom reflecting a larger underlying problem not properly addressed.

METHODS

The researcher used the descriptive method. The study also attempted to correlate academic anxiety, academic environment, and pupils' performance. The data were gathered from multiple variables and then correlational statistical techniques were applied to the data. The goal was to establish an existing relationship between the variables in a single study. This provided information concerning the degree of the relationship between the variables being studied.

RESULTS

The research found out that the general average of the pupils had a moderate correlation in the academic achievement and self-esteem of students while their positive attitude had no correlation on their general average. However, the achievement test was found out to have no correlation in pupils' academic achievement, study skills, self-esteem, and school attitude. The general average of the pupils was found out to have a moderate correlation in pupils' microsystem and exosystem, while the mesosystem was found out to have a high correlation in pupils' general average. Academic anxiety has a significant correlation to the academic performance of the pupils. It means that pupils with high academic anxiety have lower academic performance while pupils with low anxiety have high academic performance. The academic environment is significant to the academic performance of the pupils. It means that their low level of academic performance in their grade level is greatly affected by their academic environment.

DISCUSSIONS

Sustainable monitoring and support from parents may be given to ensure the high performance of the pupils. These interventions will help them learn to be more independent and let them know how to handle situations with appropriate behavior. Teachers may implement activities in school to get a high mean percentage in their different subjects and help them develop their study habits.

KEYWORDS: academic anxiety, academic environment, intervention

SUBMISSION ID: R04A-QUEZON-0104

Academic Challenges and Coping Strategies of Master of Arts in Education Specializing in English Language Teaching

Imelda Sarmiento, Junior High School Teacher

Abstract

INTRODUCTION

Getting a Master's degree is an excellent way for teachers to enrich and advance their teaching career. It establishes them as experts and increases their job opportunities and the benefits they will receive. Entering a graduate program though is an important decision that will affect their lives for two (2) to three (3) years. They should be aware of all the pros and cons and they must prepare themselves for the demands of graduate school and its challenges, both intellectual and emotional. This paper addresses the challenges and coping strategies of graduate students in the Master of Arts in Education Specializing in English Language Teaching.

METHODS

The researcher employed the descriptive research method in this study. A self-designed questionnaire was the main instrument in collecting data from the fifty-eight (58) students of the Master of Arts in Education Specializing in English Language Teaching at the Batangas State University-Main Campus.

RESULTS

The teacher-respondents - new and old in teaching service- still wanted to grow professionally. They believed that there is a lot to be gained from pursuing a postgraduate degree, both from the personal and professional level. The study also showed that teachers - young and seasoned - are trying to cope with the program, proving that graduate students persevered. They persistently and effectively found ways of managing disruptions and classroom activities in MAED - ELT.

DISCUSSIONS

This study is relevant for the students in the Master of Arts in Education Specializing in English Language Teaching program because it will help them identify the academic challenges encountered during the course of the program and will help them adopt strategies to withstand the tremendous pressure felt by any graduate student.

KEYWORDS: academic challenges, coping strategies, skill, professional and personal life

SUBMISSION ID: R04A-LIPAC1-0260

Academic Consultations and Remedial Classes among Senior High School Students

Israel Sandagon, Ungos National High School Extension-Llavac

Abstract

INTRODUCTION

In the modern landscape of educational system, the majority of the classes are heterogeneously grouped. This premise leads to some students being left behind on the lesson and resulting in their poor academic performance. To address this phenomenon, an intervention must be employed. This study aimed to determine the effectiveness of academic consultations and remedial classes among Senior High School Students.

METHODS

This study utilized within-the-subject experimental research design composed of 32 students from the different tracks in the Senior High School of Ungos National High School Extension- Llavac in Llavac, Real Quezon. Purposive sampling was used to determine the subjects of this study. Specifically, the students were selected based on who performed "satisfactory" (80 to 85%) "fairly satisfactory" (75 to 79 %) and "did not meet expectations" (below 75%) in Contemporary Philippine Arts in the Region, Practical Research 2, and Physical Science in the first quarter of academic year 2018-2019. The students' academic performance which includes written works, performance tasks, and quarterly assessment was tabulated for assessment and evaluation. Lastly, the student-respondents underwent academic consultation and remedial classes.

RESULTS

The Mean Percentage Score (MPS) of the student-respondents increased by 6.17% ($\hat{\mu}_{\text{initial}}=80.65\%$: $\hat{\mu}_{\text{final}}=85.63\%$: $\hat{f}=5.369$; computed t-test (dependent)=6.802 significant at $\hat{t}\pm<0.01$, two-tailed) and the average time spent for academic consultations and remedial classes in ten weeks was 6.65 hours. The result shows that there is a high positive correlation ($r=0.718$, significant at $\hat{t}\pm<0.01$, two-tailed; $\hat{A}=1.301x+77.086$) between academic consultations and remedial classes and the students' academic performance.

DISCUSSIONS

The academic consultations and remedial classes were effective. Also, the number of hours spent on these interventions affects the students' academic performances. Furthermore, these diminished the students' learning anxiety, decreased drop-out rates, and strengthened the student-and- teacher relationships. Since these consume time and efforts among teachers, students' peer-teaching, collaborative learning, and strengthening of the parent-teachers' relationship are suggested. In addition, teachers' methodologies and competencies need enhancement to the development of learning modules are recommended. Lastly, the proper assessment of the students' learning styles, academic behaviors, and attendance is advised.

KEYWORDS: Academic Consultations, Remedial Classes, Senior High School, Academic Performance, Within-the-subject Experimental Research Design

SUBMISSION ID: R04A-QUEZON-0047

Academic Development in Campus Journalism: Basis for Communication Class Culminating Activity SY 2018-2019

Mercedita Pabico, Department of Education

Abstract

INTRODUCTION

This study conceptualized the need for values formation among student journalists, honing their personal skills such as time management, commitment to work, self-determination, willingness to work with others, leadership, and ethical media practice while developing their communication skills in an environment that will sustain learning.

METHODS

This action research used an assessment of the performance of Bukal National High School in terms of Campus Journalism. For the data gathering, a self-made instrument which was tested, validated and administered to the student journalists. The results were computed, tallied, and interpreted

RESULTS

The student-journalists had a very high involvement in campus journalism based on these mean responses: 3.64 in attending training, 3.54 in exerting effort to win individual awards in campus journalism, 3.52 for Time Management, 3.46 for Commitment to work, 3.46 for knowing the importance of the quality of work, and 3.78 in Social Development or Willingness to Work with Others manifested among students having fun working with other co-staffers. In Leadership, the highest mean of 3.66 showed a very high extent effect among student journalists who revealed respect to the person occupying the highest position in the campus school paper organization. In Ethical Media Usage/Practices, the highest mean of 3.66 shows a very high extent effect among the student journalist activities which reveals having respect to the protocol of "virtual groups." In Writing Skills and Oral skills, the highest mean of 3.76 shows a very high extent effect which reveals their persistence for enriching their vocabulary skills through writing activities and in being more active during forums or class discussions based on the mean of 3.52.

DISCUSSIONS

Participation to campus journalism has a very high extent effect in the personal, social and academic development of the students thus, the eight (8) culminating online classes are designed for aspiring Campus Journalists to become more skilled writers and critics in the different areas of journalism. The students will attend classes online using the social media closed group. Their writings will be observed based on the technicalities for each category prescribed by the campus journalism standard. The school must support campus journalism activities, provide intensive training to help students become knowledgeable and competent in the performance of tasks.

KEYWORDS: Academic Development, Campus Journalism Program, Culminating Activity, Communication Class

SUBMISSION ID: R04A-LAGUNA-0146

**Academic Expectation of Parents: Challenges Encountered by Students
at San Pascual Senior High School 2**

Katrina Mae C. Quijano, San Pascual Senior High School 2

(Adviser: Rosellie Tumaming)

Abstract

INTRODUCTION

Education is regarded as a promoter of human development and seen by many as the center of any society's life and concern. It contributes to the social, cultural, political and economic welfare and development of citizens (Mhauri and MolokoMphale, 2014). Academic expectations of parents may lead to depression, lack of independence and alcohol abuse among their children. It can also develop insecurity, self-centeredness and poor academic performance. The researchers conducted this research to determine the reasons for parents' expectations in terms of the academic performance of their children. This research aims to seek information on how these expectations affect parent-child relationships and their effects on the child's academic performance.

METHODS

The convergence of parallel mixed method design was used in the study. Using the pragmatic approach, the researcher used a researcher-made questionnaire and face-to-face interviews with the subjects. Fifty students responded to a set of structured questions and fifty parents responded to a set of semi-structured questions.

RESULTS

The fifty student-respondents perceived problems in meeting the academic expectations of their parents which emanated mostly from being afraid of getting lower grades and fear of disappointing them. Also, it was found out from the fifty parents that most of them were disappointed whenever their child gets low grades because they expect more from what they can give.

DISCUSSIONS

The results show that most parents had expectations from their children and most of these students did not meet these expectations. To address the problem, activities and programs for students and parents were proposed to help students cope with the challenges of academic expectations and, at the same time, improve their relationship with their parents.

KEYWORDS: academic expectation, human development, parent-child relationship

SUBMISSION ID: R04A-BATANP-1425

**Academic Motivation, Self-Efficacy and Academic Performance in
Technology and Livelihood Education (TLE): Input to Understanding
Affective Components of Learning in TLE**

Jasmin Dimaunahan, BSP Quezon Council

Abstract

INTRODUCTION

This study aimed to investigate whether a significant relationship exists between the students' affective components of learning and their academic performance in TLE. Specifically, it investigated whether academic motivation in TLE and the student's self-efficacy in their technical skills significantly relate to their grade in the four TLE mini-courses including Bread and Pastry Production, Dressmaking/Tailoring, Mechanical drafting, and Beauty Care Services.

METHODS

The study is descriptive-correlational in nature. It made use of an adapted and validated a questionnaire to gather data from the respondents. To describe the nature of respondents and their affective traits, frequency, percentage, mean and standard deviation were used. Also, the Pearson product moment correlation coefficient was used to test whether a significant relationship exists between the variables of the study.

RESULTS

After a careful analysis, the study found out that most of the junior high school respondents were still at the Approaching Proficiency level in terms of Dressmaking/Tailoring and Beauty Care Services. Meanwhile, most of the respondents were at the Proficient level in terms of Bread and Pastry and Production and Mechanical Drafting. The study also found out that there is a significant relationship between the students' academic motivation and their performance in both Bread and Pastry and Production and Beauty Care Services mini-courses. Furthermore, there is a significant positive relationship between the respondents' self-efficacy on their technical skills and their academic performance in the corresponding mini-courses.

DISCUSSIONS

Improvement in students' affective domains, academic motivation and self-efficacy will result in improvement in the students' academic achievement. An exploration of the academic motivation and self-efficacy with other affective components of learning can be done to test the variables as predictors. Longitudinal studies for more in-depth understanding and investigation of other factors can help students raise their proficiency level in the mini-courses in TLE especially in Dressmaking/Tailoring and Mechanical Drafting. Appropriate interventions would enhance students' efficacy in acquiring the outcomes in mechanical drafting. Hence, a plan of action for strengthening the integration of affective targets in teaching TLE mini-courses such as Bread and Pastry Production, Dressmaking/ Tailoring, Mechanical Drafting, and Beauty Care (Nail Care) Services should be considered.

KEYWORDS: Academic Motivation in TLE, Self-efficacy, Technical Skills

SUBMISSION ID: R04A-QUEZON-0307

Academic Performance and Attitudes of Students Towards Physical Education in Senior High School

Jhon Eric L. Amozon, Department of Education

Abstract

INTRODUCTION

Educators constantly aim for the maximum participation of their students. For this reason, students' attitude is a great consideration. In the Senior High School, Physical Education teachers can observe the different attitudes of students for the subject which may affect their academic performance. This study uncovers the encountered problems and diverse attitudes of students for the subject and their impact on students' academic performance. An intervention will be formulated based on the study's findings and theory.

METHODS

A multiple method design was used. To get the numerical data from the responses of the survey questionnaires, the quantitative method was used. To gather responses from participants through interviews and open-ended questions, a qualitative method was used. Using the descriptive method, the description, recording, analysis, and interpretation of data were made possible.

RESULTS

Majority of the respondents perceived that they had poor Physical Education facilities and equipment. They also perceived that most of their teachers were not Physical Education degree holders and they didn't have enough relevant training towards the subject. On the other hand, students still showed enthusiasm and interest because they felt that; (1) Their teachers showed concern to students who can't perform well in the activities; and (2) They believed that physical education develops their physical, social, and intellectual being. The majority of the respondents had an "outstanding" academic performance. There is a positive significant relationship between the academic performance of the students and their attitudes towards the Physical Education subject.

DISCUSSIONS

Positive attitudes result in the high academic performance of the students. Thus, teachers must be empowered and they must find ways to be more innovative in their methodologies for the Physical Education teaching-learning process. There is a need to craft a plan for providing students with the essential facilities and equipment for their Physical Education class. This will give them a higher quality of learning experience adding to their competence in the global market.

KEYWORDS: Attitudes, academic performance, physical education

SUBMISSION ID: R013-SURSUR-0142

Academic Performance and Involvement of Parents among Grade 1 Pupils as Basis for a Proposed Action Plan

Emily Quiambao-Recto, SouthVille VI Elementary School

Abstract

INTRODUCTION

Academic performance labels the observable manifestation of knowledge, skills, concepts, and understanding and ideas. It is usually referred to as the students' performance in school and serves as the basis of their knowledge to certain subjects. This is usually measured through different evaluation techniques such as quizzes and examinations. The acquisitions of particular grades on examinations indicate the students' abilities, mastery of the content, and skills in applying learned knowledge to particular situations. Students' success is generally judged on their examination performance.

METHODS

This research explores and evaluates the relationship between parents' involvement and academic performance of the grade one pupils through the use of questionnaires, observations, and unstructured interviews. The data collected through a questionnaire was qualified and subjected to statistical analysis. The questionnaire is made up of the parent's profile such as age, educational attainment, and occupation. The second part of the questionnaire gathered information based on parental involvement in grade one activities in terms of curriculum decisions, parent-teachers conference, PTA projects, and instruction.

RESULTS

The researcher had formulated an enhance parents' participation to address the result in order to improve parents' involvement in school activities and further uplift the academic performance of grade 1 pupils. When parents participated in their children's schooling, students may experience more academic and social success. Parents' awareness and interest in their children's learning and school activities model for their children the importance of school which may lead to positive behaviors.

DISCUSSIONS

The researcher recommended an enhanced parents' participation to improve the parents' involvement in school activities and further uplift the academic performance of grade one pupils. The proposed enhanced school program should be recommended for implementation to improve the parents' involvement in school programs and activities.

KEYWORDS: involvement, performance, school programs, curriculums, conference

SUBMISSION ID: R04A-CALAMB-0306

**Academic Performance and Perceived Attitudes Toward English of
Selected Grade Five Pupils of Padre Imo Luna Memorial Elementary
School**

Jessie Mendoza, Jhona Areta, & Heide Andal, Department of Education - San
Jose

Abstract

INTRODUCTION

This action research is promulgated to understand how the attitude of learners influences their academic performance, particularly in English instruction. In the school where the research is conducted, teachers are facing the challenges of addressing pupils using English as a second language. Since they are a big factor in the teaching-learning process, it is essential to develop pupils who can respond and communicate. The output of this study will be of great help to teachers in uplifting the academic performance of their pupils. It will also provide and intensify the children's knowledge in identifying their own selves and where they belong.

METHODS

A descriptive study using Likert-type Questionnaire, Interview and Data Analysis was employed to understand the pupils' attitudes and academic performance in English. Descriptive research involves the collection of data, analysis, and interpretation to test a hypothesis or to answer questions concerning the current status of the subject of the study. A questionnaire with items focusing on attitudes, behavior, and perception of the pupils during English instruction was used for data gathering.

RESULTS

This study identified that pupils' attitude and performance in English has higher implication towards effective learning. The positive attitude of learners supports the possible success of the teaching and learning process. Teachers agree that a classroom becomes complicated if learners do not show interest in learning. The more interest pupils show in class, the higher the possibility of learning. Creating and maintaining a comfortable learning environment adds positivity to the learning process according to the respondents of the study. Providing a variety of references, using ICT as a medium of instruction, and integrating English to other subjects lead to a higher level of pupils' performances. Group activities during instruction also need emphasis.

DISCUSSIONS

Pupils engaged in the study showed an average performance in English. Pupils' attitudes are considered essential in influencing their performance in English and they must receive considerable attention. Performance of pupils relies not only in their intellectual capacity but also in their attitudes toward English thus, suggested activities directed towards making English more interesting and meaningful is needed to optimize the pupils' performance of the subject.

KEYWORDS: pupils' attitudes, teaching and learning process, academic performance

SUBMISSION ID: R04A-BATANP-1993

Academic Performance in Elementary Education Aligned with K-12 Curriculum in Nag-Iba Elementary School

Bienvenida Bonquin

Abstract

INTRODUCTION

This study aimed to develop intervention programs that can increase the academic performance of pupils in Nag-iba Elementary School aligned with the K-12 curriculum. To serve its purpose, the study focused on seventeen (17) teacher-respondents from the Nag-iba Elementary School. Due to the limited time available for the survey and data gathering, the researcher conducted a study in the school where the researcher is currently employed.

METHODS

The focus of this study is to determine the consolidation activities in the implementation of the K-12 curriculum. Thus, the researcher employed the descriptive method of research. It is thought to be the most suitable for the purpose for it showed the current condition of the subjects under this study by describing their responses.

RESULTS

The results of the study showed that most of the teacher-respondents are in their middle age, teaching all subjects with more than two years of service. The pupils' factors are evidently related to their academic performance on subjects aligned with the K-12 curriculum. The intervention activities may be used in to enhance the academic performance of elementary pupils in Nag-iba Elementary School.

DISCUSSIONS

The proposed intervention activities aimed to develop the Academic Performance of Elementary Pupils Aligned to K-12 curriculum included continuous training and seminar group games, online activities, and science learning areas.

KEYWORDS: academic performance, professional learnings, collaborative

SUBMISSION ID: R04A-BATANP-0813

**Academic Performance of Accountancy Business and Management
(ABM) Students in Organization and Management and Business
Mathematics**

Marjorie Bathan & Sherwin Legarte, Baybayin National High School (Grade 7-12)

(Adviser: Vanessa Ilao)

Abstract

INTRODUCTION

The implementation of the K-12 curriculum introduced senior high school students to a different group of subjects - core, applied, and specialized - depending on their chosen strand. The Accountancy Business and Management (ABM) strand focuses on the basic concepts in management thus, leading its students to careers in accounting and management (Engadin, 2018). In ABM, the researchers noticed that some ABM students were experiencing difficulties in dealing with specialized subjects. This triggered the researchers to know the ABM students' performance in the specialized subjects Organization and Management and Business Mathematics to design a strategic intervention material that will enhance the performance of the students.

METHODS

A descriptive correlational research design was used in this study. Interview with the ABM teachers and students were conducted to determine the academic performance and grades of the students. Thirty-five Grade 11 students answered a 50-item paper and pencil- test to discover their understanding and performance on the subjects. Census sampling was used in selecting the respondents for the study. The data were analyzed using mean, item analysis, and the Pearson Product Moment Correlation.

RESULTS

The majority of the participant's grades fell on a very satisfactory level (85-89) on the subjects Organization and Management and Business Mathematics. Meanwhile, most of the participants score in Organization and Management range from 31-40 while in Business Mathematics scores range from 41-50. Item analysis revealed that in Organization and Management, planning and special topics in management are the least mastered topics while presentation and analysis of business data are the least mastered topics in Business Mathematics.

DISCUSSIONS

The results demonstrate the need for intervention in the least mastered topics; thus, the researchers designed strategic intervention materials (SIMs) on planning, special topics in management, and presentation and analysis of business data. The use of the developed SIMs in the classroom can enhance the performance of the students in their specialized subjects since the SIMs are effective in helping the students in mastering their competency based-skills and in contributing to better learning of the concepts (Gultiano, 2012). To fully measure the effectiveness of the SIMs in enhancing student's competency, conducting a post-test after the intervention is recommended.

KEYWORDS: Accountancy Business and Management, Academic Performance, Business Mathematics, Organization and Management and Specialized Subjects, Strategic Intervention Materials

SUBMISSION ID: R04A-BATANP-1058

Academic Performance of Grade 9 Students at Gov.Feliciano Leviste Memorial National High School Whose Parents Are Overseas Worker

Julita Arboleda, Department of Education

Abstract

INTRODUCTION

Overseas Filipino Workers were recently called the nation's Bagong Bayani. This is to honor their sacrifices to provide a better life for their families left in the Philippines. Despite these recognitions, OFWs and their families still encounter a lot of problems. The distance between the parents and their children created gaps in their relationships. This paper aims to determine the academic performance of Grade 9 students of GFLMNHS with OFW parents. Based on Dr. Violeta Bautista's article, "The Problem of Estrangement among OFW Children", OFW parents do not consider the consequences of their relationship with their children when deciding to work abroad or not most of the time. It is for this reason that the researcher conducted action research to find out the implications of having an OFW parent to the academic performance of the students.

METHODS

The respondents of this study were select 41 Grade 9 students from Gov. F. Leviste Memorial National High School for the SY 2017 2018 whose parents are working abroad regardless of the country where they are working and the nature of their job. Survey questionnaires were the main data-gathering instrument to find out the problems encountered by the students whose parents are OFW. To provide answers to the research questions presented, the descriptive method was employed for gathering the needed data. The results were tabulated and computed using the most appropriate statistical tool.

RESULTS

It was evident that most OFW are caregivers, 15 out of 41, thus the majority of them were mothers who were supposed to be at home to take care of their children. It is for this reason that most students experience being alone especially during important occasions or school activities where the parents' active participation are mostly needed. It proves that having an OFW parent is a contributory factor to the academic achievement of the students. It reveals that having those problems, their academic performance is hampered and affected.

DISCUSSIONS

The approved action plan will bridge the gap between OFW parents and their children. It will help teachers provide assistance to students and will improve their performance in school. The action plan will be utilized by all teachers of Gov. F. Leviste Memorial National High School. In this simple way, the researcher can help other teachers solve similar problems in their respective school.

KEYWORDS: ACADEMIC

SUBMISSION ID: R04A-BATANP-1409

Academic Performance of Pupils Whose Parents Are Working Abroad

Marife M. Malijan, Noralyn T. Canosa, & Marilyn F. Serrano, Sto. Tomas
North Central

Abstract

INTRODUCTION

The purpose of this study focuses on the academic performance of the pupils whose parents are working abroad. The study was conducted with the hope of giving a significant contribution to the educational development of OFW children in Sto. Tomas North Central School. Through the school administrators, the result of this study may become the basis for designing relevant programs for OFW children such as counseling, tutorials, and the like. For the left-behind parents, programs like training seminars can help them learn the rules and responsibilities for nurturing their children as this has a great bearing on their academic performance.

METHODS

A multiple method design was used. 55 grade six pupils whose parents are working abroad were chosen as respondents. Data gathering methods were used, where the data were tallied, tabulated, computed, analyzed and interpreted in the context of the statement of the problem. In the data analysis plan, statistical procedures were used in analyzing and interpreting the data gathered from the respondents.

RESULTS

The academic performance of pupils whose parents are working abroad during the first quarter was 64% and it is rated as satisfactory, 27% belonged to very satisfactory, 5% belonged to outstanding, and 4% belonged to fairly satisfactory. The result revealed that the most number of pupils whose parents are working abroad performed their academic performance at a satisfactory level. The pupils with parents working abroad are almost evenly distributed. It is now ordinary for the society that a family has a parent or both parents working abroad. The mean of respondents' weighted average is 83.36 with a descriptive equivalent of "satisfactory" which means that they need reinforcement to encourage them to achieve higher academic grades.

DISCUSSIONS

The results of the study indicated that active involvement of parents in the education of their children, in general, yielded relevant students' achievement outcome, learning and success, cognitive development, better emotional adjustment, better communication, and social skills. The researchers proposed a plan of action to improve the pupils academic performance with the following objectives: (1) to promote camaraderie among pupils and to develop teachers' skills as counselors in the classroom, (2) for parents/guardians to become aware of their importance in the effective and efficient learning of their children and to build an effective parent-school relationship.

KEYWORDS: OFW, Academic Performance, parental involvement

SUBMISSION ID: R04A-BATANP-1547

Academic Performance of Students whose Parents are OFW

Madeth Medina, Department of Education - Coral na Munti National High School

Abstract

INTRODUCTION

Behavioral problems are commonly seen in children of OFW parents. These children are often narcissistic and materialistic. This could come from the fact that they lack personal interaction with their parents, resulting in the showering of material goods from their parents in compensation for their strained relationship.

METHODS

The Descriptive Method of Research was used. The Interview will be the main data gathering instrument to find out the problems encountered by the students with OFW parents. There are 41 respondents from Coral na Munti National High School for the SY 2017-2018 whose parents are working abroad regardless of the country where they are working and the nature of their job. The survey questionnaires will be distributed to the respondents.

RESULTS

Teenagers, mostly males, usually encountered conflicts that require advice from their fathers. Looking for a greener pasture in other countries to alleviate the economic status of the family, the parents' distance to their family tends to develop gaps that brought out more serious problems to their family and even worse for their children. The topmost problem encountered is the proper caring and guidance of parents to their children, affecting the attitudes and behavior of the students in terms of their lack of encouragement and motivation to study.

DISCUSSIONS

The result demonstrates that students neglect their studies because of the lack of support from their parents. With the money they receive from their parents, they become dependent and, later on, develop the attitude that even if they will not finish their studies, they will still survive and enjoy everything they want. They tend to be very extravagant in spending money without thinking of the sacrifices of their parents being away from home just to support their needs.

KEYWORDS: relationship, values, academic performance, compensation

SUBMISSION ID: R04A-BATANP-1492

Academic Performance through Contextualization and Localization

Geraldine Estravo, Department of Education, Sta. Catalina Integrated National High School

Abstract

INTRODUCTION

In preparation for the K to 12 Curriculum, teachers have attended various seminars and training conducted by the Department of Education to learn various techniques and strategies for them to meet the challenges of this new curriculum. Though a Teacher's Guide and Learner's Module was provided by the Education Department, they only provided teachers with the Curriculum Guide. And so, they have resorted to the internet for downloading videos as learning materials, photocopying printed materials at their own expense and even using the traditional "manila paper" in writing the lessons as visual aids. These are added work for teachers. This gave the proponent the idea to prepare and use contextualized and localized instructional materials during the third and fourth quarter. At the end of the school year, it was found out that there has been an improvement in the MPS of English in the Grade 8 students.

METHODS

The proponent obtained the Average MPS of the Grade 8 Aristotle and Grade 8 Galileo during the First and Second Quarter.

Grade 8 - Aristotle got an average of 58% while Grade 8-Galileo got 48%. It was about the same time that teachers have decided to use materials from the internet. During the start of the third to the fourth quarter, the proponent used contextualized and localized materials with Grade 8-Galileo, while in Grade 8-Newton, the proponent used materials from the internet.

RESULTS

Although there was a 4.04% increase in the Average MPS of Grade 8-Aristotle without the use of Localized and Contextualized Instructional Materials, there was an increase in the average MPS of Grade 8- Galileo which was 19.86%, during which the teacher used localized and contextualized instructional materials.

DISCUSSIONS

Localized and Contextualized Materials are instructional materials produced by the teachers and the students using the objects and local products/materials around them. In the immediate community, they should be prepared and used in classroom lessons to improve the academic performance of students. This action research is heuristic in nature for only materials found within the town were used during the process. The primary purpose of this action research is to encourage teachers to use localized materials in teaching English to improve the Mean Percentage Score of Grade 8 students.

KEYWORDS: ACADEMIC, PERFORMANCE, CONTEXTUALIZATION, LOCALIZATION

SUBMISSION ID: R04A-LAGUNA-0278

Academic Stress and Academic Performance of Grade 11 Students in San Pablo City Science High School: Basis for Stress Management Guidance Initiatives

Aimee Joy Javilagon, San Pablo City Science High School

Abstract

INTRODUCTION

One growing area of concern among mental health professionals is the stress that students experience in schools. Students are bombarded with stressors primarily stemming out of school work. This prompted the researcher to investigate the level of academic stress that students experience, its sources, and its relation to their academic performance. If not properly addressed, chronic stress can lead to an array of mental health conditions such as depression and anxiety, personality changes, problem behaviors, and cognitive problems.

METHODS

A sequential explanatory mixed methods design was used in this study. It is a two-phase mixed methods design where qualitative data help explain initial quantitative results. A total of 232 students participated in the quantitative phase and 15 students selected through stratified random sampling with equal allocation participated in the focus group discussion. An adapted form of Perception on Academic Stress Scale (PASS) was used to measure academic stress levels, while the general average at the end of the semester was used as an indicator of academic performance. The data were correlated using the Pearson product moment correlation method. The qualitative data were content-analyzed through interpretative phenomenological analysis.

RESULTS

Students experienced moderately high to high academic stress levels during the 1st semester of S.Y. 2017-2018. There was a strong positive relationship between their academic stress and academic performance with $r=.744$ at 0.01 level of significance. Their top stressors were teachers' critical comments, unrealistic deadlines, and amount of course requirements. Content analysis of their experiences with these stressors revealed five themes: overwhelming requirements with simultaneous deadlines, insufficient time to comply with requirements, pressures to perform, lack of time for self and family, and impacts of sleep deprivation on cognition.

DISCUSSIONS

Despite performing exceptionally well in school, Grade 11 students from San Pablo City Science High School were academically stressed. Results showed that their most dominant stressors were teacher-related factors. This implies that teachers have a huge role in how students experience academic stress since they deliver content, give course requirements, and set deadlines of submissions. The negative experiences students revealed in the focus group discussion emphasized the need for the development and implementation of stress management initiatives at the classroom level.

KEYWORDS: academic stress, academic performance, sources of academic stress, stress management

SUBMISSION ID: R04A-SANPAB-0095

Acapulco Ointment with Guava Leaves

Belinda Ikan, Department of Education - Cavite

Abstract

INTRODUCTION

This research aims to assess the effectiveness of Acapulco ointment with guava leaves to treat skin infections such as itchiness and scabies. Acapulco leaves contain chrysoponic acid- a fungicide that is used to treat skin infection. Guava leaves are full of anti-oxidant, anti-inflammatory, and anti-bacterial agents, even tannins, that can have significant health benefits from treating stomach troubles to chronic diseases like cancer.

METHODS

The chopped Acapulco and guava leaves are fried until crisp then strained. The grated candle is added to the oil and cooked over low heat until all the candle wax is melted. They are mixed well and added with Sampaguita extract to make the smell good. The ointment is transferred to ointment jars before the mixture hardens. Lastly, they are labeled properly.

RESULTS

The researcher made an ointment that is effective for skin infections like itchiness and scabies. It is affordable and easy to prepare.

DISCUSSIONS

The product made was simple and affordable. The materials needed in preparing the experiment are available and easily found in the environment. Since most of the materials are herbal, users of this product will be free from skin allergies.

KEYWORDS: chrysoponic, Acapulco, tannins

SUBMISSION ID: R04A-CAVITP-0407

Accelerate Children in English Reading (ACER)

Rufina Edna De Castro, Sabang, Lipa City

Abstract

INTRODUCTION

Learning to read is one of the most important skills children can learn. Every year during the Philippine Informal Reading Inventory test (Phil-IRI), many Grade Two learners from G. B. Lontok Memorial Integrated School are observed to be in the Frustration level. Based from the Phil-IRI results last SY 2016-2017, out of the 37 learners, 21 (56.76%) were in the Frustration level, 12 (32.43%) were in the Instructional level, and 4 (10.81%) were in the Independent level.

It is alarming that many learners are in the Frustration level compared to the number of learners who are at the Independent level. The project ACER aims to lessen the number of students in the Frustration level and plans to implement activities that will enhance the reading abilities of the learners particularly in word recognition.

METHODS

Accelerate Children in English Reading (ACER) is a reading program which aims to improve the skills of the learners in recognizing words. With the result of the Phil-IRI test, the reading proficiency of pupils through word recognition in English was measured. The program targeted the Grade 2 Ilang-Ilang learners of G. B. Lontok Memorial Integrated School. The various reading materials and practices utilized were basic sight words, reading exercises, storybooks, flashcards with DOLCH sight words and fuller lessons.

A program entitled "Kaklase Ko, Sagot Ko" was initiated for learners with difficulty in reading wherein a fast reader takes the responsibility of teaching a slow reader in class. ICL time was also used for remedial reading.

RESULTS

At the end of February 2017, the Phil-IRI post-test was given to Grade Two Ilang-Ilang learners. Based on the findings, the number of learners in the Frustration level was lessened. From 56.76% of the class in the Frustration level during the Pre-Test, it lowered down to 16.22% during the Post-Test. There was a sudden rise in the number of learners who were at the Independent level. From 10.81% before, it has risen to 59.46%.

DISCUSSIONS

The results showed that the different strategies made by the teacher were applicable in developing the reading skills of their learners. To further enhance the reading skills of the learners, it was recommended that a Reading Corner be created inside the classroom to attract pupils to value the importance of reading. It also suggested that a "Share-a-Book" Project must be implemented where all learners can exchange books and bring them at home to practice reading.

KEYWORDS: accelerate, reading, frustration, independent, interventions

SUBMISSION ID: R04A-LIPAC1-0131

Acceptability and Effectiveness of Inquiry-Based Genetics Module on the Academic Performance of Grade 11-STEM Students in General Biology 1

Florissa De Jesus, Looc Integrated School

Abstract

INTRODUCTION

Biology is an interesting and fascinating field of study. It gives us insights into the wonderful world of nature and the reasons behind each phenomenon. The inquiry-based Genetics module takes pleasure not only for developing scientific literacy but also inquiry skills among senior high school (SHS) students. The use of the inquiry approach to learning topics in this activity-based module enables the learners to find and use a variety of sources of information and ideas in promoting and improving their understanding of a given problem, topic or issue of importance. Through investigation, exploration, and research, learners' involvement with personal, social, and environmental issues are likewise enhanced.

METHODS

The mixed method of research was employed in this study. Likewise, a quasi-experimental design was used in determining the significant effect of the Inquiry-based Genetics Module on the academic performance of 41 purposively selected Grade 11-STEM students of Looc Integrated School during the SY 2017-2018. Pre- and post-tests served as the research instrument and the data collected were analyzed using the t-test. The qualitative design was employed in determining the students' perception of the Inquiry-based Genetics Module through an interview. The data collected were analyzed through thematic coding. Then, a survey questionnaire was utilized to identify the acceptability and validity of the Inquiry-based Genetics Module among the respondents and experts in the field.

RESULTS

The statistical analysis revealed a significant difference between the pre-test and post-test scores of students ($p\text{-value } 6.502 \times 10^{-26} < 0.05$). The thematic analysis showed that the respondents agreed that "The module was very clear and easy to understand" (100%); that "The activities were interactive and enjoyable" (97.56%); and that "The activities are engaging, required analytical skills, and challenging" (92.68%). The Inquiry-based Genetics Module was also found highly acceptable with very high validity based on respondents' and field experts' evaluation.

DISCUSSIONS

The results reveal that the use of Inquiry-based Genetics Module in teaching General Biology 1 created a significant change in the learners' academic performance and perception in Biology. This module likewise serves as an avenue for a more challenging and enjoyable way of learning wherein scientific literacy and inquiry and analytical skills are altogether improved.

KEYWORDS: Inquiry-based learning, Genetics, module, General Biology I

SUBMISSION ID: R04A-CALAMB-0251

Acceptability of Battery-Operated Soft Dust Remover

Hazel Fabe Salva & Marinelle A. Robles, STI College

Abstract

INTRODUCTION

In the 21st century, electronics has conquered the modern technologies and innovations. Likewise, different countries all over the world participate and display their innovations in international competitions. All of their works are geared towards making high-tech devices to help others. In our community and schools, people are busy with their works and studies that sometimes, they do not give enough time to clean dusty glassware and souvenirs as removing dust in small areas are a bit difficult to do. Carelessness is another factor to consider why some people do not bother to clean their gadgets. To help them, the researchers made a device that is easy to be used, handy and effective. This device was called Battery-Operated Soft Dust Remover.

METHODS

The experimental method of research was used in the study to present a battery-operated soft dust remover and to determine its acceptability in terms of its effectiveness, functionality, and durability. Ten (10) selected students of BSIE IV-A of Laguna State Polytechnic University, Sta. Cruz Campus, Sta. Cruz, Laguna, ten (10) teachers from different schools, ten (10) housewives from different places served as the respondents and they were selected using stratified sampling.

RESULTS

The researcher determined that the Battery-Operated Soft Dust Remover is acceptable in terms of these three factors: (1) in its effectiveness, it had an average mean of 4.1 and the standard deviation of .23 with a remark of "agree", (2) in its functionality, the evaluators gave it an average mean of 4.12 and a standard deviation of .16 with a remark of "agree"; lastly, (3) in its durability, it got an average mean of 4.19 and standard deviation of .16 with an equivalent remark of "agree". This revealed that the ratings that were given in terms of effectiveness, functionality, and durability were feasible.

DISCUSSIONS

This prototype had undergone trials and revisions. On the first trial of the study, the finished product was not good and effective. The researchers replaced the dynamo with a more powerful one like that in a fan motor. On the second trial, the product was prepared, the brush was too hard and the appearance was not too appealing. The researchers decided to change the brush to a softer one and the casing to a colorful one. The third trial resulted in a good product. The "Battery-Operated Soft Dust Remover" became effective, functional and more appealing. Based on the results of the try-out and revision, the Battery-Operated Soft Dust Remover became acceptable in terms of the qualities.

KEYWORDS: ACCEPTABILITY, BATTERY-OPERATED SOFT DUST REMOVER

SUBMISSION ID: R04A-LAGUNA-0035

Acceptability of Cooperativism among Accountancy, Business and Management Students in General Mariano Alvarez Technical High School

Rosalinda Palomar, GMATHS
(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

The Department of Education is firm in its commitment to exposing students to practical experiences and work-related environment to produce world-ready and work-ready senior high school graduates. Forming student cooperatives inside the school is believed to be effective in supporting this commitment, especially in the field of entrepreneurship. In response, the study aims to determine the level of acceptability of institutionalized student-cooperatives among Grade 11 Accountancy, Business, and Management (ABM) students.

METHODS

The respondents consist of 166 students from Grade 11 from the Accountancy, Business, and Management (ABM) senior high school strand of the General Mariano Alvarez Technical High School. The study used purposive sampling for selecting a sample from a statistical population in such a way that every possible sample that could be selected as a predetermined probability of being selected. Quantitative analysis and interpretation of data were utilized to identify the relationship between numerically measured variables with the application of statistical techniques such as weighted mean and Pearson R correlation.

RESULTS

The research has shown that there is high acceptability for cooperative among Grade 11 under the Accountancy, Business, and Management (ABM) senior high school strand of the General Mariano Alvarez Technical High School. Their reasons include skills enhancement on the management of a cooperative business for the student body; better opportunities for student loans for all members; and added knowledge from cooperative education to prepare students for future employment. However, there is no significant relationship between the awareness of cooperative advantages and cooperative acceptability.

DISCUSSIONS

The results of the study indicate that cooperative implementation within Grade 11 under the Accountancy, Business, and Management (ABM) senior high school strand of the General Mariano Alvarez Technical High School will be majorly accepted because of the student-perceived benefits derived from its undertaking.

KEYWORDS: COOPERATIVISM, SCHOOL, GMATHS, ABM

SUBMISSION ID: R04A-CAVTP-0622

Acceptability of Intensive Reading Instructional Material for Grade One Pupils in Pililla Elementary School Central, School Year 2015-2016: Basis for a Reading Module

Vitaliana Sto. Tomas, Author

Abstract

INTRODUCTION

Various studies revealed that some of the factors contributing to the reading comprehension of pupils include the materials used, the methods of instruction adopted, and the performance of the teachers in the execution of their teaching techniques. Most of the time, teachers tend to use materials which are mostly visual and these included wall pictures, chalk and chalkboards, atlases, charts, and textbooks. The teaching and learning materials aid teaching and learning because pupils are able to see and often feel what is taught. They stimulate ideas, demand an active response from the learners, and provide enjoyment. The learners become more alive. Understanding and grasping of the major concepts also become easier.

METHODS

The researcher used the experimental and descriptive methods of research since they involve the development and determination of the acceptability of the intensive reading instructional materials for grade one. The experimental method involved two groups of respondents utilizing the pretest and posttest.

RESULTS

The result shows that all criteria on the level of acceptability of the developed intensive reading instructional materials are rated as "Very Much Accepted". All mean scores in the posttest of the control and experimental group are higher than their pretest, which means that there was an increase in the reading level with respect to the different reading components of the two groups. Both the experimental and control group gained better performance during their posttest with respect to the different reading components. The result revealed that there is a significant difference between the pretest and posttest results of the experimental group with respect to the different reading components.

DISCUSSIONS

The experimental group improved their posttest results when they were exposed to the developed intensive reading instructional material. The developed intensive reading instructional material is very much accepted. The developed intensive reading instructional material is effective since significant differences were found between the experimental group's pretest and posttest, and the posttest result between the experimental group and the control group.

KEYWORDS: READING INSTRUCTIONAL MATERIALS, GRADE ONE PUPILS,

SUBMISSION ID: R04A-RIZALP-0070

**Acceptability of Multimedia-Based Instructional Materials in Teaching
Mapeh-Pe its Impact for the Pupils of Kaylaway Ii Elementary School:
Basis for Proposed Training Program in Making MBIM**

Jericho Clemente - BRAVE

Abstract

INTRODUCTION

Technology is being used in educational settings that is why the government, through the Department of Education, has made a commitment to bring it to the classrooms. Indeed, technological media can help expand the opportunities for Filipino students to improve their skills, maximize their potentials, and prepare them to be globally competitive in the 21st century.

Kaylaway II Elementary School, is one of the small elementary schools in the Nasugbu East District, is composed of 261 pupils. There is only one section per grade level. The school has available technological resources such as desktop computers, printers, overhead projectors, televisions, and compact disc players. On the other hand, teachers have laptops, tablets, and cell phones. Even though these ICT devices have become a significant part of the students and teachers' everyday lives, they are only utilized for preparing school reports, making lesson plans, computing of grades, and posting in social media. It is not fully maximized as an instructional material in teaching and learning. Generally, teaching using multimedia is now permeating the educational system as a tool for effective teaching and learning.

METHODS

The study includes the description of the respondents, the research instruments, the construction of the instrument, the data gathering procedure and the statistical treatment of data.

RESULTS

The readily available instructional materials such as textbooks, pictures/charts, magazines, and newspapers were the highly utilized instructional materials. Instructional materials which still need to be developed such as PowerPoint presentations, video clips, demonstration videos, and multimedia-based materials were moderately utilized.

DISCUSSIONS

There is no significant difference between the assessment of the respondents on the acceptability of the developed multimedia-based instructional materials. The developed multimedia-based instructional materials were highly acceptable.

KEYWORDS: Multimedia-Based Instructional Materials

SUBMISSION ID: R04A-BATANP-1678

Acceptability of the ARCS Model in Teaching Science for Grade 10

Jomel C. Montero, Teacher

Abstract

INTRODUCTION

The success of science teaching depends on the acceptability of the instructional model used in teaching a diverse group of learners. Its primary focus is to improve their academic performance in learning science. Attention, Relevance, Confidence, and Satisfaction (ARCS) model is one of the emerging instructional models practically used by several educators in teaching science in various types of learning environments. However, the use of this instructional model can be more effective if the teacher fulfills its role in bringing improvement to learner's academic performance. Thus, this study was conducted to evaluate the acceptability of the ARCS model in teaching science for grade 10 students under the Basic Education Curriculum (BEC) and Special Science Curriculum (SSC).

METHODS

This study utilizes the descriptive-evaluative research design and uses the purposive sampling technique in selecting the number of students and teachers as respondents. Validated researcher-made survey questionnaire and secondary data were used in assessing the acceptability, academic performance, and challenges in using the ARCS model. The data were subjected to statistical analysis such as weighted mean and Analysis of Variance (ANOVA).

RESULTS

The study revealed that both teacher-respondents of BEC and SSC perceived the ARCS Model as "Excellent Acceptable" in their respective field of teaching. It further showed that at the 0.05 level of significance, there is a significant difference in the academic performance of BEC and SSC students when the ARCS Model was used in teaching science. The perceived moderate level of difficulty in using the ARCS Model indicated that there were challenges encountered by the teacher-respondents in teaching science for Grade 10 students.

DISCUSSIONS

The ARCS model is evidently useful and helpful in attaining a better understanding of the lesson and has greatly influenced the academic performance of the students in both BEC and SSC. Thus, intensifying its application in science teaching may result in higher academic performance. Since the use of this instructional model requires thorough planning and preparation, more teachers need to engage in training/seminars. The higher the proficiency of teachers in applying the acquired techniques and strategies in science teaching, the lesser the challenges they will experience during the teaching-learning process.

KEYWORDS: Acceptability, ARCS Model, Teaching Science, Performance, Challenges.

SUBMISSION ID: R013-SURSUR-0171

Acceptability of Tilapia Longganisa

Resty Ching, NAIC NHS
(Adviser: Loida Arce)

Abstract

INTRODUCTION

Meat longganisa is commonly known as an easy-to-cook and all-time favorite food by many Filipinos as most of their viands are made out of pork or chicken. Each of the provinces in the Philippines has its own version of longganisa. The researchers from Cavite made their own version of longganisa different from what other provinces had to offer. They did not use meat products. Instead, they used to fish, Tilapia to be specific. Before conducting the research, they made a sample test of using Tilapia as the main ingredient in making a longganisa and they can actually taste the original longganisa flavor in their product. In addition, it surely has lots of protein from the meat of the fish.

METHODS

The respondents of this study are Grade 11 students which consisted of a total number of 400. The researchers used the slovincs formula to compute the marginal error which is 5%. The final computation for 5% of 400 is equal to 200. They selected 20 respondents in each strand/ section. This was checked by an expert.

RESULTS

Out of 200 respondents/participants, 198 (99%) of them liked the tilapia longganisa, while 2 (1%) respondents/participants disliked the tilapia longganisa. Among the respondents, 198 (99%) respondents/participants said that it was Tilapia longganisa, while the 2 (1%) respondents/participants said it was just an ordinary tilapia.

DISCUSSIONS

Tilapia was acceptable as a substitute in pork meat for our participants. The product becomes favorable to the participants because it is more affordable and healthy, making it recommendable to others. It is just like an ordinary longganisa, only much better because of being healthy and affordable. Most of the participants liked the tilapia longganisa as a substitute for pork meat in making longganisa. Most of our respondents preferred to eat the Tilapia longganisa and most of them agree that tilapia can be a substitute to pork meat in making longganisa.

KEYWORDS: Acceptability, Tilapia Longganisa

SUBMISSION ID: R04A-CAVITP-1400

Accomplishment of Senior High School (SHS) Program Objectives and Employability of Student-Graduates of Gulod Senior High School: Basis for an Action Plan

Paulina De Torres, Department of Education - Batangas City

Abstract

INTRODUCTION

Gulod Senior High School (GSHS) of the Batangas City Division complies with Republic Act 10553 or the Enhanced Basic Education Curriculum. It is a stand-alone institution offering Information and Communication Technology (ICT), Shielded Metal Arc Welding (SMAW), Automotive, Electrical Installation and Maintenance (EIM), and Cookery. The level of accomplishment of the senior high school program objectives, the extent of employability of its graduates, their relationship and an Action Plan from the results of such inquiry were the concerns of the researcher.

METHODS

Descriptive-correlational research methods enabled the description of the two variables and the assessment of the relationship between them. Thirty (30) respondents, six (6) from each of the five stands offered by GSHS enrolled in the school year 2017-2018, were selected purposively. A two-part questionnaire which employed a 5-point scale were administered for gathering data. The collected data were treated statistically with weighted mean and ranking (descriptive statistics) and Pearson's r (inferential statistics).

RESULTS

As found out, the SHS programs were all highly accomplished in terms of the instruction, training resources and facilities and assessment because of the trained teachers, the provision of skills development resources and the use of standardized tools in the assessment. SHS students were found highly employable after developing required skills, competencies and values demanded by the local and global labor market. Indicators of the independent variable were found significantly related except for the training resources/facilities deemed not related to values development. The Proposed Action Plan addressed the problems encountered by the senior high school program of the GNHS.

DISCUSSIONS

The results reveal that teachers were trained, supplied with training resources/facilities, and used standardized assessments. SHS students are employable due to skills, competence, and values demanded by the labor market. Training resources/facilities do not predict values development, while the independent variable predicts employability. Continued teachers' training, using training resources/facilities and standardized assessment tool, organizing tie-ups and affiliation with agencies, utilizing training resources/facilities for values development, implementing the Action Plan with funds and manpower, and conducting a future study is recommended.

KEYWORDS: Senior High School Program (SHS) Program objectives, employability, labor market

SUBMISSION ID: R04A-BATANC-0236/R04A-BATANC-0000

Accomplishment of Senior High School (SHS) Program Objectives and Employability of Student-Graduates of Gulod Senior High School: Basis for an Action Plan

Paulina Torres

Abstract

INTRODUCTION

Gulod Senior High School (GSHS), Batangas City Division complies with Republic Act 10553, or the Enhanced Basic Education Curriculum. It is a standalone institution offering Information and Communication Technology (ICT), Shielded Metal Arc Welding (SMAW), Automotive, Electrical Installation and Maintenance (EIM) and cookery. The level of accomplishment of senior high school program objectives, the extent of employability, their relationship and an Action Plan from them were the concerns of the researcher.

METHODS

Descriptive-correlational research methods enabled the description of the two variables and assessment of the relationship between them. Thirty (30) respondents: six (6) each from the five stands offered by GSHS enrolled in the school year 2017-2018 selected purposively were the respondents. Administration of a two-part questionnaire which employed a 5-point scale was made to gather data which were treated with weighted mean and ranking (descriptive statistics) and Pearson's r (inferential statistics).

RESULTS

As found out, SHS programs as to instruction, training resources and facilities and assessment were all highly accomplished because of the trained teachers, provision of skills development resources and use of standardized tools in the assessment. SHS students were found highly employable after developing required skills, competencies and values demanded by the local and global labor market. Indicators of the independent variable were found significantly related except for training resources/facilities found not related to values development.

DISCUSSIONS

The Proposed Action Plan addressed the problems encountered by the senior high school program of GNHS. Conclusions include that the teachers are trained, supplied with training resources/facilities and use standardized assessments. SHS students are employable due to skills, competence, and values demanded by the labor market. Training resources/facilities do not predict values development, while the independent variable predicts employability.

Continued teachers' training, use of training resources/facilities and standardized assessment tool, having tie-ups and affiliation with agencies, use of training resources/facilities for values development, implementation of the Action Plan with funds and manpower and conducting a future study are recommended.

KEYWORDS: Senior High School Program, Information and Communication Technology

SUBMISSION ID: R04A-BATANC-0236/R04A-BATANC-0000

Accountability of Learning Leaders in Selected Public Elementary Schools in the Three City Divisions of Batangas: Basis for a Proposed Management Plan

Wendy Babao, Department of Education

Abstract

INTRODUCTION

Education is one of the substantial factors for efficiency and speed of development. It presents social value in itself because operations, improvements, and changes in social relations depend most on people's knowledge and education. It qualifies a person to become an active agent for economic and social changes. A person's level of education helps him/her earn respect and recognition.

Transparent and accountable school management will help attract greater participation of all stakeholders. Through this, the researcher wanted to help her fellow elementary learning leaders overcome challenges in their effort to ensure accountability in school operations through a proposed management plan.

METHODS

Using descriptive research, the researcher designed, collected and analyzed the research through observation, documentary analysis, and interview. These instruments allowed the researcher to uncover the ways learning leaders employ in ensuring transparency and accountability in their school management. This research design will help her in this research work most effectively.

RESULTS

Public elementary school leaders ensure accountability in managing public schools on a great extent. This was assessed by the learning leaders themselves and the teachers, considering school leadership, instructional leadership, school management and operations, fiscal management, and school-based human resource management as the effective tools for ensuring accountability in institutions.

DISCUSSIONS

Learning leaders should initiate means to involve internal and external stakeholders and establish a shared responsibility and accountability in designing, implementing, monitoring and evaluating school plans, programs and projects. They should work with teachers while performing actions for instructional leadership and they must set guidelines and mechanisms together with other internal and external stakeholders to ensure transparency and accountability in overseeing school operations. They should also manifest utmost transparency in ensuring the professional development of teachers by making sure that the standard qualifications during promotion are followed, that teachers are selected in a task related to their area of competence and that teachers are given equal opportunities to attend seminars, workshops, training and the like, whether free or with fee. Lastly, they should modify the proposed management plan before its adoption.

KEYWORDS: leadership, accountability, transparency

SUBMISSION ID: R04A-LIPAC1-0113

**Accuracy and Speed, Vocabulary and Reading Comprehension Using
Gates Mac-Ginitie Standardized Reading Test among Grade 11 Students
of Carmona Senior High School**

Yan Chester Caro, Department of Education

Abstract

INTRODUCTION

The outcome of the examination and researches conducted about reading and how people learn to process textual information have contributed theories about the best methods in developing reading skills. This study aimed to obtain the accuracy, speed, vocabulary, and reading comprehension using the Gates Mac-Ginitie Standardized Reading Test among the Grade 11 students of Carmona Senior High School.

METHODS

The study utilized the descriptive-correlation method of research to assess the Accuracy and Speed, Vocabulary, and Reading Comprehension among Grade 11 students of Carmona Senior High School. A descriptive type of research is a design which aims to describe the nature of a situation as it exists at the time of phenomenon (Bermudo et al., 2009). The sample size is supported by Calderon (2003); he was of the opinion that 20 percent of the total population is acceptable. To improve the reliability and validity of the research instrument, the test was pilot-tested on a similar but smaller group from different grade levels during the second semester of the 2017-2018 academic year.

RESULTS

Based on the data gathered and results obtained, the researcher came up with the following findings: the majority of the respondents are independent in terms of accuracy and speed, vocabulary, and reading comprehension. The computed p-value of 0.000 was obtained in accuracy to vocabulary, accuracy to reading comprehension and vocabulary to reading comprehension which was lower than 0.01 level of significance. This showed that there was a significant relationship between accuracy and vocabulary, accuracy and reading comprehension together with vocabulary and reading comprehension.

DISCUSSIONS

The results signified that there is a need to develop an action plan that will sustain the accuracy and speed, vocabulary and reading comprehension using Gates Mac-Ginitie Standardized Reading Test among Grade 11 students of Carmona Senior High School.

KEYWORDS: Accuracy and Speed, Vocabulary, Reading Comprehension, Standardized Reading Test

SUBMISSION ID: R04A-CAVITP-0002

Action Plan for Teachers' Management of Classroom Diversity in Selected Elementary Schools in Lipa City

Mary Ann Resma, MAEd

Abstract

INTRODUCTION

Classroom diversity may have negative effects on the teaching-learning situation and the learners. This situation poses a challenge to the teachers as it may interfere with the establishment of a positive classroom climate which is considered as a factor that facilitates the transfer of learning. This study deals with the management practices teachers utilize in coping with classroom diversity. It outlines and specifies the extent of the classroom diversity observed by the teachers and the extent on how the teachers manage classroom diversity using instructional strategies. It also determines the interrelationship among the variables and suggests an action plan to improve instructional strategies to promote classroom diversity.

METHODS

The research design used in the study was the descriptive method. A survey questionnaire was made to determine how teachers manage classroom diversity, specifically through effective classroom management practices and the selection of instructional strategies and classroom activities that will help minimize the negative effects of diversity. The data gathered were analyzed and interpreted through the use of different statistical tools.

RESULTS

There is sufficient evidence of diversity among the pupils in the classroom based on the teachers' assessment of their interest, behavior, cultural traces, intellectual capability, and social traits. The teachers are competent in managing classroom diversity, as exemplified by their effective utilization of teaching strategies, motivation techniques, evaluation process, enrichment activities and provision of rewards and recognition for the pupils' exemplary performances. Classroom diversity has no significant effect on the pupils' obtained grade point average, but the teachers' management of classroom diversity significantly affects the turning of grade point average to an above satisfactory level; hence, there is a significant relationship between classroom diversity and management.

DISCUSSIONS

The satisfactory performance of the pupils based on their attained grade point average must be maintained or even improved further through the teachers' consistent monitoring in the process of developing their varied competencies. Through instruction and implementation of varied classroom and school activities, it will minimize if not totally eradicate the negative effects of diversity.

KEYWORDS: Classroom Diversity, Instructional Strategies, Classroom Activities, Teaching Strategies

SUBMISSION ID: R04A-LIPAC1-0120

Action Research: Remedial Modular Instruction: Strategy in Bridging Learning Gap in Visual Graphic Design (ICT) Specialization in Tle among Grade Ten Students of Rosario National High School

Rizzaleen Lapid, Rosario NHS

Abstract

INTRODUCTION

The K to 12 curriculums is designed to enhance the curriculum by giving students more time to master Learning Competencies. In the K to 12 Curriculum, the Technology and Livelihood Education students shall choose one particular skill in TLE that they want to experience and gain competencies, master it, and, later on, undergo skill assessment to gain a National Certificate. There are transferees in Rosario National High School where their previous TLE tracking are not aligned with their present TLE courses, especially in ICT. To minimize this problem, this action research aims to investigate how remedial modular instruction can be effective in bridging the learning gap of grade ten students in teaching their TLE specialization courses, particularly in Visual Graphic Design. It will also determine if a significant difference exists between the students' performance before and after the remedial teaching.

METHODS

This study was Pre-Experimental, using the one group pretest-posttest design. The target sample is only taken from the transferees in RNHS. The data were collected through a valid and reliable questionnaire. Mean and Standard Deviation were used to interpret and descriptively analyze the collected data. The test of Difference using Paired T-test was used to interpret the effectiveness of remedial classes in bridging the learning gap of grade ten students in learning Visual Graphic Design.

RESULTS

Based on the gathered data, the pretest of the participants reveals that there is a mean of 23.5333 and standard deviation of 11.71609. On the other hand, the posttest of the participants reveals that there is a mean of 58.86667 and standard deviation of 7.53910.

In the comparison of the pretest and the post-test, there is a t-value of -7.01, 19 degrees of freedom and significant value of 0.000. It shows that there is a significant difference between the pretest and post-test of the participants after the remediation using the modular instruction in teaching Visual Graphic design.

DISCUSSIONS

Remedial Modular Instruction seems to be effective based on the performance of the students. On the other hand, TLE teachers may benefit from this study because modular remediation can be a part of their intervention. Moreover, there was a prepared work plan to be implemented during the In-Service Training which they can construct and develop for their own module for their different TLE specialization. The said module may be subjected to the LRMDs office for evaluation.

KEYWORDS: Remedial Modular Instruction, Competency Gap, Pre-Experimental, Grade Ten Students, Rosario National High School

SUBMISSION ID: R04A-CAVTP-0023

**Action Research Competency of Marbel 1 Central Elementary School
Master Teachers: Basis for Crafting an Enhancement Program**

Lovella M. Atup, Department of Education

Abstract

INTRODUCTION

The belief that teachers are active participants in the development of education shows that by knowing the problem in the classroom and by acting on that problem, teachers can become the catalysts for change and responsible agents for improving their own classroom teaching and for uplifting students' learning. Doing classroom research can help in identifying the problems and they can be addressed to improve the teaching and learning process. Master teachers are really encouraged to conduct action research as it is specifically stated in their roles and duties. It is their role to give technical assistance to teachers in the teaching and learning process and in conducting action research.

METHODS

A Research Competency Self-Assessment Survey was distributed to the Master Teachers of the school. The questionnaire required the Master Teachers to answer their Research Competency in terms of Research Skills and Techniques, Research Environment, Research Management, Data Analysis, and Communication Skills. They rated their competency as "No Knowledge or Experience", "Emerging Skills", "Some Proficiency Demonstrated", "Consistently Demonstrates Proficiency", and "Fully Proficient". Purposive sampling was used in the study.

RESULTS

Consolidated summary of the self-assessment survey revealed that in the Research Skills and Techniques field, Master Teachers rated themselves as "Some Proficiency Demonstrated". The same rating was achieved in terms of Research Environment, Data Analysis, and Communication Skills. On the other hand, they rated themselves having an "Emergent Skill" in terms of Research Management.

DISCUSSIONS

The result of the study was used in crafting an Activity Design on Action Research. Based on the result, Master Teachers need assistance or training on Research Management. More time and focus will be allotted to this area to enhance their capability. It also considers include moderate focus and assistance on the fields of Research Skills and Techniques, Research Environment, Data Analysis, and Communication Skills. Increasing the capability of the Master Teachers in making Action Research is hoped to increase their competence in giving technical assistance to other teachers.

KEYWORDS: student learning; action research; enhancement program

SUBMISSION ID: R012-KORONA-0021

Action Research on Improving Reading Comprehension Using Save (Simplifying Activity on Vocabulary Enrichment) Approach

Vivian Estal, Teacher 1

Abstract

INTRODUCTION

The annual administration of the Oral Reading Proficiency Test for 7th-grade students clearly manifested their poor comprehension ability thus this needs appropriate strategies to address the problem and to increase their proficiency level on comprehension. This specific struggle of the learners greatly affects their learning process in the classroom and teacher-student interaction since the free-flow of ideas must not only come from the teacher but from the students as well. Based on the result of the pretest of the ORPT conducted last SY 2017-2018, it was found out that the main reason for this problem is the poor vocabulary skill of the learners. Hence, the SAVE approach is introduced to improve the reading comprehension level of the students.

METHODS

The record of the ORPT during the pre-test of the school year 2017-2018 showed that there were 14 out of 33 students or 42% belonging to the frustration level in comprehension. This set of students were the respondents and were given the SAVE strategy. The data of the students who in independent, instructional and frustration level were analyzed before the said strategy was conducted and after the intervention was implemented.

RESULTS

It was revealed in the data that out of 14 respondents who have undergone the intervention, 8 of them remained in the frustration level but the other 6 students proceeded to the instructional level. The poor vocabulary skills of the students served as the primary reason for their low level of comprehension, giving the students difficulties in understanding what is being read. When the intervention was applied, varied reading selections were used namely: short stories, poems, and essays. Unlocking difficult words in varied ways was made to simplify the activity and to help them easily grasp the text being read. Thus, the utilization of the said approach greatly helped the grade 7 students to improve their comprehension level.

DISCUSSIONS

With the analysis of the result in the post-test of the ORPT made after the implementation of the SAVE approach, it showed that from 14 respondents who were in the frustration level before the implementation of the intervention, only 8 of the learners remained in the category. This means that the progress of students' comprehension level was evident. The sustainability of this intervention minimized the rate of the students at the frustration level.

KEYWORDS: simplify, activity, vocabulary

SUBMISSION ID: R013-SURSUR-0295

**Action Research on the Effects of the Implementation of MTAP
Saturday Mathematics Program on the Achievement of Intermediate
Pupils in San Cristobal Elementary School**

Melinda Alcanse, Master Teacher 1

Abstract

INTRODUCTION

Today, Mathematics greatly influence our lives. For us to be able to function well in this age of technology, we must at least have the working knowledge of the basic mathematical ideas that underline many of the business transactions that occur in our day-to-day life. Now more than ever, an individual need to update his knowledge and skills in Mathematics in order to prepare himself for the ever-changing situation and problems brought by the civilized world. The understanding and learning of Mathematics are among the concerns of the school. It is our desire to uplift the morale of students for this feared subject. The negative image of the subject correspondingly develops a negative attitude on the subject, decreasing the level of mathematical performance of the students. Educators and psychologists have long acknowledged the existence of this problem greatly affecting the performance of 21st century designed learning.

METHODS

A testing method was used for the observed results. Pupil attitudes towards mathematics subject were determined by identifying the Grade Point Average of the selected pupils in Mathematics at their previous level. A 25-item pre-test in Mathematics was conducted to find out their achievement level through their MPS. The test was the basis for their initial performance. Finally, a 25-item post-test was given during the students' MTAP Saturday Mathematics Program.

RESULTS

The research found out that the implementation of the MTAP Saturday Mathematics Program greatly increased the achievements of the pupils in Mathematics. Improving Mathematics teaching is a continuous concern of every educational institution in their goal of attaining a high-level performance. The teacher was challenged to upgrade the competencies in Mathematics of the pupils. The Grade pupils who participated in the program have valid data from the tools used.

DISCUSSIONS

The results demonstrate that MTAP Saturday Mathematics Program is significantly related to the achievement level of the Intermediate Pupils, particularly the Grade 4 pupils who participated in the study. The program must be implemented by educators. These show that teachers should encourage their pupils to join the MTAP Saturday Mathematics Program, that parents should support their pupils' participation in the said program, and that pupils should uplift their thinking and suffice their knowledge of the subject to eventually realize that mathematics is really a part of their lives as they go to a higher level of education.

KEYWORDS: influences, technology, achievements, correspondingly, increased, educators

SUBMISSION ID: R04A-SANPAB-0081

Activate Retention Task Sheet in Activating the Retention of Students in Statistics and Probability

Arturo Rosel, Majayjay District Personnel Association

Abstract

INTRODUCTION

This study was designed to activate the retention performance of the Senior High School students of Sta. Catalina Integrated National High School in Municipality of Majayjay in the province of Laguna. The respondents of the study were 47 Electrical and Installation Maintenance senior high school students.

METHODS

The descriptive method of research was used to determine the strategies used to activate the retention performance of the students in Mathematics of the Sta. Catalina Integrated National High School for the School Year 2017-2018. It was used for finding new truths in different forms such as the increased quantity of knowledge, new generalizations or new techniques which may increase insight into more accurate formulation of solutions to the problem (Zulueta, 2014).

Purposive sampling was utilized in the selection of the respondents. A total of 47 students were selected for the sample and they were Grade 11 students from the Electrical Installation and Maintenance section. The Pre-test measured the students' highest performance in terms of academic activity. The data gathered from each teacher in terms of the academic performance of the Senior High School students were treated using the mean standard deviation. The mean and standard were used to determine the mean level of academic performance in Mathematics of the students in terms of their general average.

RESULTS

The result shows that the posttest of the EIM students increased in Simplifying Variables with an MPS of 72.59% while in Problem solving, their MPS was 68.6%. In addition, the comparison of the MPS result between the Pretest and the Posttest in EIM -11 Statistics and Probability indicates that the Pretest in problem-solving has an MPS of 52.00% while in the Posttest, there was an increase in their MPS with 68.00 %. The overall findings showed that by activating the retention task of the students, it will improve their academic performance in terms of their general average.

DISCUSSIONS

The overall findings showed that to activate the retention task of the students is to improve their academic performance in terms of their general average. This study will help the Sta. Catalina Integrated National High School management because, through the result of this study, they will realize that there should be a plan to encourage students to learn more and to become interested in studying Mathematics.

KEYWORDS: Activate Retention Task Sheet, Activate Retention, Statistics and Probability

SUBMISSION ID: R04A-LAGUNA-0137

Activating Prior Knowledge of Grade 10 students in Genetics Lessons through Model-Me-Up Activities

Joanna Acila A. Buniel, Department of Education

Abstract

INTRODUCTION

Cognitive learning theory states that students build new knowledge based on their prior knowledge. Prior knowledge provides an anchor to assimilate new knowledge into the cognitive structure (schemata). Based from the conducted pre-test to the Grade 10 students of Margarita K. Yusingco National High School (MKYNHS), the result showed that 70% (56 of 80 students) were still unable to master some of the important key points on the basic concepts of Genetics. To address this problem, an intervention called "Model-me-up" Activities was to be implemented by the researcher. The purpose of this intervention is to determine the feasibility of eliciting students' prior knowledge using a variety of model-me-up activities and strategies to place students in a more responsible position for their learning.

METHODS

The participants of the study were the 22 identified Grade 10 students of Margarita K. Yusingco National High School. This study used the Pre-test and Post-test result of the identified 22 Grade 10 students as a primary tool in gathering the data. Pre-test and post-test were used as a direct measure of the innovation applied with the use of model-me-up activities to improve their academic performance. The study utilized the descriptive research design. It is descriptive in the sense that the study described the importance of model-me-up activities implementation and by comparing the pre-test-post-test mean percentage scores if they have a significant difference. This study used purposive sampling in selecting recipients of the study. There were 80 students who took the pre-test- and post-test but the researcher deliberately selected only 22 students whose pre-test result has an average score of 17. Both tests were used as the basis of the study.

RESULTS

After the application of the Model-me-up intervention, the data gathered from the study resulted that there was a significant increase in their post-test result. The students' prior knowledge helped them better relate or compare their ideas with scientific explanations and enhanced their own understanding of the science concepts.

DISCUSSIONS

Based on the gathered results, there was meaningful learning that happened after the intervention. The learners were able to recognize what was being taught and formed some connection with existing knowledge. Therefore, a paramount factor in any meaningful learning is what has previously been learned.

KEYWORDS: prior knowledge, brainstorming, model-me-up

SUBMISSION ID: R013-SURSUR-0272

Active Learning Intervention in Enhancing Numeracy of G7 Students

Esperanza Montero

Abstract

INTRODUCTION

Among the five (5) subjects, Math has the highest number of failed students. Based on the data gathered, during their first quarter, two hundred twenty-three students (223) failed and is forty-four percent (44%) of the total population of Grade 7 students. Second is English with two hundred (200) failed students or thirty-nine point five percent (39.53%). Next, are Science, Filipino, and Araling Panlipunan. For the last three years, many students became repeater and conditional because of Math. To increase the numeracy and passing of the students, teachers used Active Learning in their intervention classes.

METHODS

This action research used experimental design. The respondents of the studies were forty-four (44) Grade 7 students from the school year 2017-2018.

RESULTS

The result showed that seventy-seven percent (77%) of the Grade 7 students passed the intervention program using ALIEN. After the rollout, eighty-eight percent (88%) of the students attended the intervention. After the fourth quarter, based on the SF6 report, there was no conditional students and the retained decreased by 1.37%.

DISCUSSIONS

Using Active Learning and intensive monitoring of the intervention program are effective ways of improving students' performance in Mathematics.

KEYWORDS: ACTIVE LEARNING, STRATEGIES, INTERVENTION

SUBMISSION ID: R04A-CALAMB-0053

**Active Learning Strategies Promoting High In-Class Participation in
Lina Gayeta Lasquety NHS-SHS Core Subjects**

Maricel Francia, Lina Gayeta Lasquety NHS, Padre Burgos, Quezon

Abstract

INTRODUCTION

This paper is centered on developing a booklet of active learning strategies that might be useful in designing lesson plans in teaching core subjects in Senior High School. With this, teaching would be facilitated with the activity reference and in-class participation would be enhanced through a set of suggested active learning strategies. It was considered important since insufficiency in learning materials is found in Senior High School.

METHODS

This academic endeavor utilized a quantitative research design, particularly descriptive or non-experimental. There was a total of 78 respondents in this study composed of 39 Grade 11 and 39 Grade 12 Senior High School students who were considered official enrollees in the school this school year 2018-2019 and were chosen purposively.

RESULTS

The findings revealed that majority of the Senior High School students in Lina Gayeta Lasquety NHS preferred relatively long activity, highly structured activity, carefully planned class, concrete subject matter, and teacher-to-student pattern of interaction in terms of the teacher's instructional strategies. Furthermore, majority of the respondents were also found to be accommodative learning strategists and there was a very weak to moderate significant correlation between student's preferred teacher's instructional strategies and student-employed active learning strategies.

DISCUSSIONS

The result implied that students learn in a series of ways but their acquisition and learning of competencies stand apart from the teachers' preferred strategy in presenting topics in the core subject areas. Thus, teachers need to match their teaching with the ways student want to be taught.

KEYWORDS: Active Learning Strategy, Core Subject Areas, Booklet, Enhanced In-Class Performance

SUBMISSION ID: R04A-QUEZON-0066

Active Parents' Involvement in Reading among the Grade 7 Students in Bulacnin Integrated National High School

Rodamyra Flor Dimaano, Teacher, Bulacnin Integrated National High School

Abstract

INTRODUCTION

This project was undertaken to improve the reading achievement in English of Grade 7 students in Bulacnin Integrated National High School during the school year 2017-2018. Based on the results of 2017 Phil-IRI Pretest administered to the Grade 7 students of Bulacnin Integrated National High School, 69 out of 349 or 19.77% of Grade 7 students belonged to the Frustration level.

METHODS

Following the continuous improvement process, the project proponent conducted a root cause analysis of the problem. Two of the main reasons for the subpar performance of the students in reading revealed in the study were limited vocabulary and parents' apathetic attitude to their children's reading ability.

RESULTS

After obtaining the root cause of the problem, the researcher chose the students from Grade 7-H as the target population since it was the group with the highest number of students in the frustration level of the Phil-IRI assessment. Based on the gathered data, 15 out of 42 or 35.71% of Grade H students belong to the Frustration level. The root cause analysis of the problem revealed that the unfamiliarity of words was the main reason for the reading difficulties of the said students, thus a compilation of reading remediation materials that target this difficulty was prepared by the researcher. The compiled materials were used during the reading remediation session which was done for an hour every day for three months. Also, a monitoring checklist was sent to the parents of the students to ensure that there was also a follow-up at home.

The result of the reading remediation showed a remarkable improvement in the reading achievement of the students. Subject teachers were interviewed and they all affirmed the positive effect of the remediation to the students.

DISCUSSIONS

The result of the reading remediation showed a remarkable improvement in the reading achievement of the students. The result of the project underscores the importance of parental involvement in the reading progress of the students. Likewise, immediate intervention to the reading problems must be done to alleviate problems in the reading achievement of the students.

KEYWORDS: Reading Remediation

SUBMISSION ID: R04A-LIPAC1-0160

Activities in Earth and Space of Grade 5 Pupils in Promoting Brain-Based Learning

Kelvin John Padera, Substitute Teacher I

Abstract

INTRODUCTION

It was revealed that the performance of Filipino Elementary Students in science is among the lowest in the world. Thus, Science instruction in the Philippines must be highlighted. This research aimed to determine the level of interest of grade 5 pupils towards Earth and Space 5 and to develop activities that will promote Brain-Based Learning (BBL). Moreover, the study aimed to test the acceptability of the developed activities.

METHODS

This research was participated by fifty (50) pupils from Ilasan Elementary School (SY: 2016-2017) and fifteen (15) teachers to test the acceptability of the developed activities. Furthermore, a Likert scale questionnaire was used to determine the level of interest of the grade 5 pupils towards learning Earth and Space 5. Likewise, an adopted Likert scale questionnaire was utilized to measure the acceptability of the activities that promote BBL.

RESULTS

The data collected indicates that there are topics that are of least interest to the grade 5 pupils. That is why the study developed activities that promote BBL to supplement this need. From the result, the researcher was able to identify which topic needs activities that promote BBL. The researcher developed fifteen (15) activities that promote BBL. Furthermore, the study revealed that the developed activities that promote BBL in terms of their content, accuracy, originality and appeal to the target user were deemed Highly Acceptable to the teachers, making them ready for use in teaching Earth and Space 5.

DISCUSSIONS

The data collected indicates that there are topics that are of least interest to the grade 5 pupils. It also concluded that the developed activities that promote BBL aimed at boosting the pupil's interest in learning were deemed acceptable by the teachers. Due to the limited time frame, the activities that promote BBL were not utilized. Future researchers can test the effectivity of the developed activities.

KEYWORDS: activities, brain-based learning

SUBMISSION ID: R04A-TAYABA-0007

Activity Based Learning in Teaching Variation among Grade Nine Students of Luyos National High School

Beverly Joy De Leon, City School Division of Tanauan City - Luyos NHS

Abstract

INTRODUCTION

Mathematics plays a vital role in people's daily lives but many students in secondary schools' experience difficulties in learning some aspects of the Mathematics curriculum. In Luyos National High School, for example, grade nine students achieved poor performance in Mathematics based on their first periodical test. To address this, the researcher made action research on how activity-based learning can improve teaching and the learning of the students. Activity-based learning is a process where learners are actively engaged in the learning process rather than passively absorbing lectures.

METHODS

The researcher focused on the use of activity-based learning using different activities in teaching variation. Forty-nine grade nine students of the school responded to a set of the lesson. They were given a pretest before the lesson to assess their primary knowledge and to determine which activity will be used for them. After the lesson, they were given a post-test to see if they really learned the lesson.

RESULTS

As a research, the teacher used a variety of activities such as brainstorming, jigsaw puzzle, think-pair-share, one-minute paper/ reflection, round table, respond react and reply, post it parade, buzz group, and fishbowl for each lesson to see their applicability in the class. Among those activities, the most effective was the buzz group and the think-pair-share where all students actively participated in the learning process. Most of the students who participated in the researched had a very high and high performance in all aspects of the lesson about variation. It shows that majority of the students developed mastery of the lesson through the use of activity-based learning. It also increased the number of students who participated in the class discussion and increased their comfort in sharing ideas and in receiving more feedback from their peers which allowed them to have mastery over the lesson.

DISCUSSIONS

The results demonstrate that activity-based learning is a big help for students to easily cope with the lesson as they were not just absorbing the lectures but they were actively engaged in the learning. They also enjoyed the lesson. Teachers can also conduct another study using the experimental method to test the reliability and validity of the study.

KEYWORDS: activity-based learning, variation, reliability, jigsaw, think pair share, buzz group

SUBMISSION ID: R04A-TANAUA-0132

**Activity Guide for the Enhancement of Word Problem Solving Skills for
Grade V Pupils at Talaga Elementary School**

Nimrod De Torres, Talaga Elementary School

Abstract

INTRODUCTION

Problem-solving is an essential skill that will prepare students to adapt to the rapidly changing world. However, pupils find problem-solving assessments in the form of word problems difficult. Despite the efforts of the teachers to thoroughly discuss using a multitude of examples, there remain some barriers that make problem-solving relatively challenging to learn. Thus it pushed the researcher to conduct research on activity guides that will help enhance pupils' skills in problem-solving in Mathematics.

METHODS

The descriptive method of research was utilized in this study. A researcher-made questionnaire was the main data-gathering instrument and it was complemented with interviews and focus group discussions. The respondents were 120 grade V pupils. The weighted mean and standard deviation were utilized as statistical tools to treat the gathered data.

RESULTS

The challenges encountered by the pupils in problem-solving were minimized using different activity guides where pupils were able to perceive or approach the problem in a different way with the assistance of the teacher. Differentiated activity guides enhanced an idea or concept by adding details that will help bring the idea to life and create a better understanding and appreciation among grade V pupils.

DISCUSSIONS

Difficulties in solving word problems in Mathematics can be improved with proper selection of activities that integrate ideas or develop solutions that are exceptionally clear, cohesive and coherent to pupils. Varied approaches to the problems must be utilized to assist pupils to develop their creative thinking skills in problem-solving.

KEYWORDS: activity guides, critical thinking, problem-solving

SUBMISSION ID: R04A-BATANP-1186

Activity Oriented Supplementary Module for Grade 8 Science Students

Annalyn Ebor, Talumpok National High School, SDO - Batangas City

Abstract

INTRODUCTION

The knowledge generation in today's society requires students to be more adaptable than ever before. The learners' abilities, attitudes, goals, and motives are needed to adapt to the ever-changing landscape of scientific ideas anchored to the K to 12 science curriculum. To improve the performance of the students, varied materials and strategies are needed. The use of activity-oriented supplementary module can guide students in improving their proficiency levels and performance in different learning areas.

This study was conducted to determine the students' proficiency levels and performance in the Physics, Earth Science, Chemistry and Biology science learning areas of Talumpok National High School during the School Year 2017-2018. The study also assessed the relationship between the proficiency levels and performance of students in science. Moreover, the level of difficulties in the units of the study was also determined.

METHODS

The descriptive method of research was used in the study. The researchers constructed achievement tests, documentary analysis and research-made questionnaire as their main data gathering instruments. The respondents of the study were 78 Grade 8 students during the School Year 2017-2018. Frequency, percentage, ranking, mean and weighted mean and Person-product moment correlation-coefficient were the statistical tools utilized in the study.

RESULTS

The study revealed that Grade 8 students showed a proficiency level in Earth Science, Chemistry and Biology but only approaching proficiency in Physics. The performances of the students in the four science learning areas were fairly satisfactory while their proficiency levels were significantly related to their performance in the four science learning areas. Thus, the null hypothesis was rejected. The assessments of teachers on the student's level of difficulty in the unit of study in science were perceived as slightly difficult.

DISCUSSIONS

Based on the findings of the study, varied forms of activities were prepared to strengthen the mastery of learning competencies or skills, improving the students' performance in different learning areas of the science curriculum. In addition, science teachers may provide additional or supplementary activities that focused on addressing students' lack of mathematical skills in Physics and Chemistry that involve calculations or mathematical ability. A parallel study may also be conducted to other levels in the K to 12 curricula.

KEYWORDS: Activity-oriented, supplementary module, proficiency, performance, science learning area

SUBMISSION ID: R04A-BATANC-0241

Activity Sheets for the Improvement of Problem-Solving Skills

Allan Jay Napiza, Punta Integrated School

Abstract

INTRODUCTION

Word problem-solving in Mathematics is an important aspect of learning not only the subject but also in thinking. Unfortunately, in everyday work, students show difficulties solving word-problems even when they may be skilled in performing other mathematical tasks. It is easy for students to perform basic mathematical operations such as addition, subtraction, multiplication, and division without reflective thinking. In this study, the researcher purposes for an intervention that will help enhance the level of performance of the students in solving mathematical word problems using activity sheets.

METHODS

The researcher used the experimental research in this study to gather the necessary data and information about the relation of the variables to the level of performance of the students in solving mathematical word problems. Using the experimental design, the Grade 7 students from Punta Integrated School were requested to serve as the respondents of the study. The sixty (66) students were divided into two: thirty-three (33) students as the control group and the other thirty-three (33) students as the experimental group. The experimental group was subjected to use the developed activity sheets.

RESULTS

There was a significant relationship between the students' profile and their levels of performance in solving mathematical problems; thus, the null hypothesis was rejected at a 0.05 level of significance. This means that gender, age, and subject of interest related to the performance of the students. There was a significant difference between the performances of the students; hence, the null hypothesis that the activity sheets have no significant effect on the performance of the students in solving mathematical word problems was rejected.

DISCUSSIONS

Mathematics teachers should assess the problem-solving skills of their students first, then they should provide more insights into additional instructions and better teaching strategies that will help the students improve their mathematical problem - solving skills. School board, schools' administrators and Mathematics teachers should prepare a regular monitoring plan on the performance of the students to maintain their satisfactory performance in Mathematics. Mathematics experts may conduct further studies regarding the improvement of students' mathematical problem- solving skills

KEYWORDS: activity sheets, mathematical word problem, problem-solving skills

SUBMISSION ID: R04A-CALAMB-0147

Activity-Based Approaches in Teaching Research Writing among Grade 10 Students of Area IV, Division of Batangas

Sheila Mae Fernandez, Teacher

Abstract

INTRODUCTION

The K to 12 Curriculum of the Department of Education integrates different skills in Research Writing for Grade Ten students. It is one of the main concerns of English Teachers who are responsible for the proper guidance and inculcation of research knowledge among learners. The main objective of Research Writing is to let students experience conducting studies on their own with first-hand experiences and proper instructions from the teacher. The Activity-Based Approaches in Teaching Research Writing is a teaching method where the child is actively involved in participating mentally and physically. Learning by doing is the main focus of this method. This study attempted to determine the different activity-based approaches used in teaching research writing among grade ten students. It also revealed the various learning activities applied to supplement the teaching of research and the problems encountered in teaching and writing research papers.

METHODS

The Descriptive Method was used in conducting this study to describe and analyze the information gathered. It also utilized a survey questionnaire as the primary tool in gathering data. The study also used some of the statistical tools such as frequency, rank, percentage, and weighted mean to interpret the result of the survey.

RESULTS

Findings showed that the frequently used activity-based approach in teaching research writing was the take-home activity, ranking first among others. Meanwhile, the study revealed that referring to textbooks was considered to be an effective learning activity applied to supplement the teaching of research because it primarily supports the curriculum.

The fifty (50) teacher-respondents disclosed that classroom management, minimal resources, poor student motivation, lack of time, lack of teaching approaches, lack of training and seminars, and poor achievement of learning outcome are the common problems of teachers in teaching research writing to Grade ten. Furthermore, the lack of resources, lack of enthusiasm, lack of time, lack of background in doing research, and poor research skills were detected as common problems encountered in writing a research paper by the fifty (50) student-respondents.

DISCUSSIONS

The Proposed Measures to address the problems in teaching how to write research papers were formulated to serve as a reference to the readers. This output was based on the findings of the study.

KEYWORDS: activity-based, research, Socratic method

SUBMISSION ID: R04A-BATANP-1331

Activity-Based Remediation in Improving the Performance on Signed Numbers among Select Grade 10 Students of Quezon National High School

Coren Manalo & Maria Cristina O. Rosas, Quezon National High School

Abstract

INTRODUCTION

The challenge for the 21st-century mathematics educators is to yield a practice that does more than the measurement of an individual's mind and then provides treatment. Many students have spent their junior high school level with poor concepts and skills in Mathematics. One of the basic foundational knowledge and skills is the integers, a vital concept for solving equations and inequalities, as well as real-life word problems that extend not only to the world of Algebra but to other fields in Mathematics. When students do hands-on and minds-on activities, they can attain better. Thus, this study is aimed for improving the students' skills and performance through activity-based remediation on integers.

METHODS

Grade 10 respondents were chosen using convenience sampling. A questionnaire for pre-test and posttest was then developed. The activity-based remediation is a game where rules were patterned based on the famous android game Clash of Clans (COC). Blocks that served as their base were created a few days before the start of the clan war. Attacking clans was visible by giving mathematical expressions involving operations on integers. Trophies and other power-ups were also visible in the study. The game was conducted every Friday for one hour during the Third Quarter of the school year 2015 - 2016. Before the end of the quarter, the post-test was administered to compare with the pre-test scores. The T-test was employed to determine if there is a significant difference between the pre- and post-test scores.

RESULTS

There is a poor foundation on the concept of integer before the activity-based remediation and improved scores were released after the intervention. Therefore, there is a significant difference between the scores of the students before and after the activity-based remediation on signed numbers. It shows that the activity-based remediation, when applied to integers, is effective for grade 10 students in improving their skills on the operations on integers.

DISCUSSIONS

Evidence shows that when students are engaged in activity-based remediation, a positive learning experience takes place and students achieve a better and active understanding of the idea. Therefore, activity-based remediation, integrated by the teacher, can improve students' skills in integers. These were consistent in expressing the significance of the use of activities and strategies in improving academic achievement in Mathematics.

KEYWORDS: Activity-based, remediation, signed numbers

SUBMISSION ID: R04A-QUEZON-0190

Adaptive Learning Engagement and Mathematics Achievement in the Junior High School

Vilma S. Dela Cruz, Department of Education, Quirino General High School

Abstract

INTRODUCTION

The study was conducted during the School Year 2017-2018 at the Cabarroguis District to assess the adaptive learning engagement and mathematics achievement of the Grade 8 students in the public secondary schools in Cabarroguis, Division of Quirino. The parameters considered in the study include the age, sex, ethnic affiliation, and highest educational attainment of parents. The questionnaire checklist and a teacher-made test were utilized for gathering the data needed in the study from the respondents.

METHODS

The Statistical Package for Social Sciences (SPSS) was used to analyze the gathered data. These data were analyzed using frequency counts and percentages, mean, t-test, ANOVA and Pearson-r to give light to the study on its objectives.

RESULTS

Results of the study revealed that Grade 8 students from the Cabarroguis District are mostly females, they attended school with the normal age, have a mean of 13.75, most are Ilocano and have parents who are college graduates. Respondents agree on the different adaptive learning engagement in learning mathematics such as learning goal orientation, task value, control beliefs for learning, self-efficacy, and self-regulation. Respondents' achievement in mathematics is 37.46 which is described as a beginning level of proficiency. The level of education of the respondents' parents affects their agreement on the statements of the learning goal orientation. The ethnic affiliation of the respondents affects their agreement on the task value and some statements of the control beliefs for learning. The level of agreement on the statements of the control beliefs for learning is affected by the level of education of the parents. The sex and educational attainment of the fathers of the respondents affects their agreement on the self-regulation statements. The age, ethnic affiliation and educational attainment of the mothers do not affect the evaluation on the self-regulation statements.

DISCUSSIONS

Achievement levels of the respondents are not directly influenced by their sex, age, and ethnic affiliation but it is affected by the educational attainment of their parents. Learning engagement, particularly the task value, control belief for learning, and self-efficacy has a positive relationship with the students' mathematics achievement.

KEYWORDS: adaptive learning engagement, mathematics achievement, junior high school

SUBMISSION ID: R002-QUIRIN-0120

**Addition Skills of Grade I Pupils at Miguel Aranda Memorial
Elementary School: Enhanced through Drills and Exercise**

Norwinda L. Castillo, Department of Education - Malvar

Abstract

INTRODUCTION

Addition is the term used to describe adding two or more numbers together. It cannot be denied that problem-solving is an important part of Mathematics education. Mathematics, in general, is an important subject because of its practical role to a person and to society as a whole. However, before a student can successfully solve a problem, he has to possess good analytic and computational skills. Solving Math problems entails or requires that students apply skills. In the school of the study, the pupils in grade one are totally poor in addition but not all have the same attitude towards it. Some love addition because they are happy in answering the problems.

METHODS

The researchers used three data gathering procedures namely, focus group discussion, testing and interview. Also, they used the following data gathering tools - checklist, teacher-made test, and open-ended questionnaire - to attain the objectives of this study.

RESULTS

Results show that the majority of the respondents need scaffolding techniques in addition. The respondents' willingness to involve themselves in the action mathematics program is highlighted in this study. The data show that there is a need to design an action research writing program for scaffolding the addition skills of the learners.

DISCUSSIONS

The researcher gave the proposed supplementary activities to enhance the addition skills of the pupils.

KEYWORDS: Addition, Mathematics

SUBMISSION ID: R04A-BATANC-0264

Addressing Absenteeism through Project M and M (Manood at Matuto)

Adessa Artatez, Department of Education

Abstract

INTRODUCTION

Student absenteeism is a major concern for both elementary and secondary school educators. This problem, if not addressed properly, will result in pupils dropping out of school. In Calumpang Lejos Elementary School, there were some pupils who have incurred more than 5 days absences in a month. Project M and M were designed to help address this problem. This study aimed to manage the behavior of pupils towards coming to school every day. It also aimed to develop the value of education among pupils.

METHODS

Project M and M aimed to reduce the absences incurred by some Grade 4 to 6 pupils of Calumpang Lejos Elementary School from 5 days a month to at least one or two days a month. The project ran for three months. 5 pupils from Grade four, 4 pupils from Grade 5, and 3 pupils from Grade 6 were pulled out from their classes every Wednesdays and Fridays from 3:30 to 4:30 in the afternoon. Pupils were given thirty minutes to watch short films and documentaries that show how other children their age sacrifice just to be able to go to school every day. There were discussions after watching every short film or documentary. The pupils were, then, asked to answer some exercises related to what they have watched.

RESULTS

Improvement in the daily school attendance was observed among the pupils who became the subject of the study. There was an increase in the daily attendance of these pupils from 70% to 85%. The intervention used showed to be very helpful in making the pupils value education and in motivating them to avoid being absent from school. It was also found out there were some underlying factors that affect the pupil's attendance from schools such as the environment, family background, and the manner by which teachers deal with their pupils.

DISCUSSIONS

Short videos showing how other children from far-flung areas value education and home visitations contributed much to the success of this project. It was suggested that Project M and M must be implemented to the same set of pupils in the next school year for follow-up and continuous monitoring. It was suggested that other factors affecting pupils' attendance at school should also be addressed.

KEYWORDS: absenteeism, documentaries, attendance, monitoring

SUBMISSION ID: R04A-CAVITP-1203

Addressing Bullying Cases of Selected Grade Ten Students through Enhanced Peer Counseling

April Flora & Juriz De Mesa, Navotas National High School

Abstract

INTRODUCTION

The purpose of this research is to implement an enhanced program for addressing bullying cases inside the classroom. The Enhanced Peer Counseling (EPC) approach includes the utilization of the four communication skills necessary during the process of peer counseling which was not present in the previous peer counseling program. Monitoring and evaluation were strictly implemented throughout the study through values sheets, self-assessment forms, recording, FGDs, and analysis.

METHODS

The participants of the study were selected Grade 10 students of NNHS. The data collection techniques include focused group discussion (students/parents/teachers), review of adviser's logbook, case study, and post-assessment evaluation. The data analysis techniques involve simple statistics and content analysis.

RESULTS

Based on the data gathered by the researchers, during the implementation of the program, the researchers found out that enhanced peer counseling is more useful than the former. The student participants became more open in communicating and sharing, making them release and share negative thoughts and feelings caused by bullying and other social problems. Compared to the previous records of 5-10 students who experience bullying per week, after the implementation of the enhanced peer counseling, there were only 3-5 students who still experienced bullying.

DISCUSSIONS

The findings show that the enhanced peer counseling is more useful than the former. With the previous peer counseling, students help each other by listening and sharing common experiences, exploring options and giving support which oftentimes happened outside the school premises. It does not have a definite structure or program. The enhanced peer counseling gives a clearer outlook and counseling process.

KEYWORDS: Peer Counseling, Bullying, Grade 10

SUBMISSION ID: NCR1-NAVOTA-0003

Addressing Environmental Literacy to the Selected Grade 3 Pupils of LDES through Eco-Friendly Approaches

Analiza Cardano, Carolina Salazar, & Nina Enriquez, Division of Cavite City

Abstract

INTRODUCTION

The study was conducted at Ladislao Diwa Elementary School with selected grade three learners as the recipient of this research. Sustainable development is a common jargon in the 21st-century world. It tasks every individual to act in a manner that is towards the perpetuation of our natural resources and the responsibility in the utilization of it. Lualhati (2016), citing the works of UNDP, elaborated the role of human practices and their contribution to the degradation of our natural resources. Despite actions by the local and national government in maintaining our resources, circumstances involving human activities still threaten our environment.

METHODS

Using systematic sampling, the researchers used three classes from the grade 3 level. Referring to the Krejcie and Morgan Table of Samples, it provided the researcher 80 respondents (for a population size of 100 with a 95% confidence level and 5% margin of error). The data of the research will come from the Grade 3 pupils of Ladislao Diwa Elementary School. Ethical considerations were made by asking permission from the school principal and department heads in conducting the survey.

RESULTS

After the results were tabulated and analyzed, an action plan will be created from it. If the results revealed a strong significant relationship between environmental literacy and eco - friendly strategies, the researcher will design programs that will intensify student's participation in the eco - friendly practices of the school. Moreover, the researcher will cooperate with the school head, Science Coordinator and Advisers in the implementation of the program. If the results revealed no significant relationship, the researcher will focus on strengthening the environmental literacy of students by providing them awareness actions and seminars regarding the human role in maintaining the environment.

DISCUSSIONS

This study will utilize the on-going RESET (restoration of the ecosystem in school thru eco-friendly techniques) Program of the school. The researchers will measure the impact of the program on the environmental literacy of the students through its different strategies. From these two objectives, the researcher will create an action plan that may strengthen or intensify the programs of the school in relation to ecology.

KEYWORDS: Project RESET

SUBMISSION ID: R04A-CAVITC-0067

Addressing the Challenges in the Contextualization of Culture-Based Learners Materials in Balatan District, Balatan, Camarines Sur

Ana Calisura, Department of Education

Abstract

INTRODUCTION

This research was made possible through the Basic Education Research Fund, Region V, and the Camarines Sur Division Research Committee.

The concept of localization and contextualization implies that students learn best when classroom experiences have meaning and relevance to them since lessons become more real-life, customized, and appropriate.

There is a felt need to address the challenges in line with the development of contextualized books as learning materials. This will address the gap and weave together the national competencies and the learner's community's realities and knowledge, leading to meaningful and relevant lessons.

METHODS

The descriptive survey was used with the questionnaire as the data-gathering instrument. It will be used for measuring the competency levels of 17 School Heads and 70 teachers in developing a culture-based learners' materials.

Aimed at establishing and describing the competency-based strengths and challenges of teachers and school heads in the development of culture-based books, the weighted mean was employed.

The data on the acceptability levels of the intervention on the attainment of expected output for developing 35 contextualized learning materials were analyzed through a 5-point Likert Scale.

RESULTS

The teachers and school heads have very high competence in the identification of descriptions, relevant facts, and figures in Heritage Mapping Skills. Among the fifteen competencies, there are eleven competencies considered as strengths. The remaining competencies needing improvement are Book Writing and Editing Skills.

There is a need for more capacity building, training, and seminars for teachers and school leaders about contextualization of culture-based materials as well as professional support on book writing and editing skills. Teachers and school heads need to act on their weaknesses in writing and in editing books to transform them as strengths and to further enhance their competencies until they reach the high ratings.

DISCUSSIONS

The results proved the need to provide more exposure and opportunities for book writing among teachers and school heads and explore more local topics to further enhance their creativity and critical thinking skills.

Curriculum contextualization will abate if constraints placed upon teachers - workload, general conditions, and lack of experience in writing books as examination-oriented learning acts against the introduction of more flexible approaches to teaching and learning.

KEYWORDS: culture-based

SUBMISSION ID: R005-CAMSUR-0036

Addressing the Reading Difficulties Ofgrade IV Pupils through Remedial Reading Program

Susan Barrameda, Department of Education

Abstract

INTRODUCTION

Reading, as an integral part of the teaching-learning process, plays an essential role in the success of learning in different subject areas. To assess the reading level of every learner, the Philippine Informal Reading Inventory, developed by Director Teresita G. Inciong, is implemented nationwide and is utilized as an evaluative tool for Department of Education's Every Child a Reader Program. The Department of Education has designed other programs and projects to enhance the reading abilities of the learners like the Drop Everything and Read (DEAR) program and the current Early Language Literacy and Numeracy.

It is the ultimate aim of Matagbac Elementary School to increase the performance level of pupils in various learning areas. However, the capacity of the learners to comprehend the lessons is greatly affected by their reading abilities. The Phil-IRI pre-test overall results in English in Grade IV - Simplicity class revealed that 25 out of 35 pupils or 89% of pupils fall under frustration level, 4 pupils or 11% of pupils belong to instructional level and no pupil or 0% of pupils are independent readers. With this, the researcher conducted a Remedial Reading Program to remediate the oral reading difficulties and increase the word recognition skills of the pupils.

METHODS

The pre-test and the post-test results of the Phi-IRI were the bases in determining the pupils' oral reading difficulties. Observations were made during the pupils' actual reading and the miscues in oral reading were recorded as well.

RESULTS

Majority of the pupils in the class committed errors in oral reading both in the pre-test and post-test. The oral reading difficulties were the refusal to pronounce, mispronunciation, substitution, repetition, omission, insertion, and reversal.

On the significant differences in the results of the pre-test and post-test, findings reveal that the intervention (Remedial Reading Program) adopted by the researcher was effective in addressing the oral reading difficulties in English of the Grade IV-Simplicity pupils deemed at risk.

DISCUSSIONS

To improve the Remedial Reading Program, the researcher validated the plan of action and it was perceived as significant by the pupils. These include providing favorable learning atmosphere, considering the pupils' physical and mental condition, sustaining the pupils' interests and participation, and encouraging other pupils' and parents' involvement. These plan of actions were implemented and the conduct of the Remedial Reading Program was sustained to further enhance the reading level of pupils deemed at risk.

KEYWORDS: Reading, Difficulties, Remedial Reading Program

SUBMISSION ID: R005-TABACO-0033

**Adequacy and Usefulness of Information and Communication
Technology (ICT) in Public Elementary School: Basis for the Proposed
Action Plan**

Fe Alcantara

Abstract

INTRODUCTION

The primary factor that influences the effectiveness of learning is not the availability of technology but the pedagogical design for effective use of ICT. The computer should be fitted into the curriculum, not the curriculum into the computer. Therefore, effective ICT integration should focus on pedagogy design, justifying how technology is used in such a way and why. The main objective of this research study is to be able to relate the adequacy and usefulness of ICT in the school, the results of which will be a basis for the action plan in the curriculum—a program specifically designed to enhance the problem-solving skills among the Mathematics intermediate pupils.

METHODS

The researcher gathered data using two sets of questionnaires among mathematics teachers and intermediate pupils. Informal reactions or interviews were also solicited from students to find or determine the difficulties they encounter about problem-solving items in tests and propel the researcher to apply or integrate interventions related to computers by modifying existing ones and adapting them to the Philippine setting.

RESULTS

Based on the results, there are more than enough ICT-related facilities available in school. Also, the extent of usage or frequency of use of ICT or the utilization of the Modified Computer-Aided instruction (MCAI) materials as interventions in teaching concepts on problem-solving in mathematics is useful. The results also show that the use of ICT is related to the pupils' performance in the test.

DISCUSSIONS

This study sought answers on how the Information and Communication technology in school for instructions are adequately applied. Also, it seeks to know the level of usefulness of ICT in teaching concepts in Mathematics among teachers and intermediate pupils as respondents based on their perceptions. Based on the results, enhancing the skills and competencies related to formulations, derivations of formulas and generalization or conclusion. School heads also need to encourage the teachers on using technology-aided materials. Mathematics teachers are also suggested to acquire their personal internet or pocket wifi connection for surfing mathematical concepts and updating using web sites. Mathematics teachers must also attend hands-on training or workshops on online programming of a mathematical formula, equations, and their derivations. Mathematics supervisors are suggested to integrate ICT/MCAI in teaching mathematics.

KEYWORDS: mathematics, information, communication, technology, ICT, integration

SUBMISSION ID: R04A-TANAUA-0047

Adequacy and Utilization of Instructional Materials in Teaching the Tool Subjects in Binangonan II District

Sheryl Marie Policarpio, DEAR Team Member

Abstract

INTRODUCTION

The main thrust of this study is to determine the extent of utilization and adequacy of instructional materials in teaching English, Science, and Mathematics in the District of Binangonan II. Educational facilities play a vital role in improving the output of educational institutions in terms of achieving educational objectives. These facilities also help in improving the quality as well as the quantity of education. The importance of instructional materials and their role in the development of child's personality is very vital. Without these, it is not possible to impart knowledge effectively. This research aims to help the school and its stakeholders improve the teaching and learning process, especially the utilization of instructional materials.

METHODS

The subjects of the study were the 96 teachers chosen randomly to provide a better idea of the adequacy and utilization of instructional materials. A descriptive research method was employed utilizing a researcher-made questionnaire. Likewise, the study employed the use of documentary analysis

RESULTS

On the adequacy of instructional materials, non-projected visuals are perceived to be adequate, multimedia and printed materials are moderately adequate, and projected visual and audio media are not adequate. In terms of utilization, non-projected visual and printed materials are sometimes utilized, audio media are seldom utilized, and projected visual and multimedia are not utilized.

There is no significant relationship between the performance of the pupils in English, Science, and Mathematics, and the perceived utilization and adequacy of instructional materials

DISCUSSIONS

Overall, the results of this study can benefit the teachers, school administrators and policymakers in utilizing different instructional materials in teaching. Using varied instructional materials in different field of specialization, the students will develop critical and creative thinking skills and have functional lifelong learning that can be useful not only in their chosen profession.

KEYWORDS: UTILIZATION

SUBMISSION ID: R04A-RIZALP-0268

Adjustments and Coping Mechanisms among Former College Instructors as Senior High School Teachers

Leah Olua, Department of Education

Abstract

INTRODUCTION

Teachers who can adjust to the demands of their calling are likely to remain in the profession while those who cannot withstand the work environment tend to resign. Many college instructors opted to transfer to senior high school. However, they encountered many challenges due to the different work environment. The major shift of school practices and processes calls for a wide range of adjustments and the bottleneck factor lies in how these are addressed by the teachers through their coping mechanisms. This research study determined the adjustments and coping mechanisms among former college instructors currently working as senior high school teachers.

METHODS

The study made use of the descriptive method of research. Twenty-five senior high school teachers who were former college instructors with no prior teaching experience in high school answered the research instrument.

RESULTS

Senior high school teachers were between ages 31-40, with BSE-English/AB Communication Arts degrees, earned units in Master of Arts, with more than six years of teaching experience, teaching vertically-aligned subjects both as former college instructors and senior high school teachers. The teachers have a very high adjustment in the preparation of documents and their relationship with parents. They can cope more on the intellectual aspect and can cope less on the emotional aspect.

DISCUSSIONS

The results recommend that the school should conduct orientation, LAC session, and mentoring to teachers on matters pertaining to school forms and the involvement of parents in the academic community.

KEYWORDS: adjustment, coping mechanism

SUBMISSION ID: R001-URDANE-0026

Administrative and Instructional Leadership of Elementary School Principals in the City Divisions of Bicol Region

Jinky Villareal, Department of Education

Abstract

INTRODUCTION

This study determined the administrative and instructional leadership of elementary school principals in the city divisions of Bicol Region. It considered the extent of implementation of the different activities in their performance of functions on administrative and instructional leadership. It also considered the effectiveness of the hypothesized factors that affect the principals' leadership, the effectiveness of the strategies in coping with administrative and instructional leadership; the seriousness of the problems encountered, and the urgency of the solutions or recommendations in solving the problems for coping with the functions of the principals.

METHODS

The descriptive-correlational method and the questionnaire on the administrative and instructional leadership were used.

RESULTS

The Elementary School principals in the city divisions of Bicol Region revealed to have very high skills in the fields of professional, interpersonal skills and public relations. The extent of implementation of activities engaged in terms of instructional leadership was much implemented. On administrative leadership, school principals use and establish conflict resolution processes by clarifying the agreed direction of the school community, building and maintaining collaborative decision-making and learning structures, facilitating participatory decision making, valuing input from all stakeholders in decision making and delegating responsibilities, establishing problem solving process, implementing moderation processes aligned school improvement plan. The pupil's performance measured the effectiveness of the administrative and instructional leadership of the principals.

DISCUSSIONS

Their responses on the professional, interpersonal skills and public relations revealed that they were very much implemented. The strategies adopted to cope with administrative and instructional leadership were very much effective. The principals of the city division considered all problems related to conflict, management, judgment, perseverance, self-knowledge, and links with theory as serious. The solution to solve the problems on the administrative and instructional leadership was: elementary school principals, amidst the multi-faceted task, should not forget the 70 percent time devoted to instructional supervision and 30 percent time devoted to administrative functions; use established conflict resolution process for clarifying the agreed direction of the school community; maintain participatory and collaborative decision making and learning structures; value stakeholders; and delegate responsibilities appropriately.

KEYWORDS: Administrative, Instructional leadership, Elementary School Principal

SUBMISSION ID: R005-IRIGAC-0007

**Administrative and Supervisory Performance of School Administrators:
their Implications to Effective Instruction**

Grace Labustro, Teacher

Abstract

INTRODUCTION

63

METHODS

47

RESULTS

78

DISCUSSIONS

32

KEYWORDS: ADMINISTRATIVE, SUPERVISORY PERFORMANCE, SCHOOL
ADMINISTRATORS AND EFFECTIVE INSTRUCTION

SUBMISSION ID: R012-SARANG-0018

Administrative and Supervisory Practices of Elementary School Principals: Basis for an Action Plan

Emelita Diquit, Department of Education - Cavite Province

Abstract

INTRODUCTION

Education is a crucial factor in attaining sustainable development and winning the war against poverty. The Department of Education believes in the important role of school principals not only in curriculum development but also in administrative matters: hence, empowerment, learning improvement, teaching enhancement, and school development are only a few among the tasks of the school principals. The kind of output that the school must produce is a reflection of the kind of principal it has.

METHODS

The study used two (2) methods in gathering data such as indirect / survey questionnaire and the direct / interview methods for collecting data. The purpose of the survey questionnaire is to elicit information about the assessment of the administrative and supervisory practices of the elementary school principals. An unstructured interview was conducted to verify and crosscheck the respondents' responses to the questionnaire.

RESULTS

The level of administrative practices of the elementary school principals in the Municipality of Naic, Division of Cavite, was very satisfactory but there were some areas needing enhancement. On the level of administrative practices of the school principals, it was assessed as very satisfactory in areas such as inspection, training, guidance, and evaluation. The research was the only area rated as satisfactory needing to be enhanced and addressed. There was a significant relationship between administrative and supervisory practices. The problem has been identified from the administrative and supervisory practices of the school principals. It needs to be addressed to attain the quality of service delivery expected from them. The administrative and supervisory practices can only be achieved using an action plan model that would focus on the weaknesses of the school principals.

DISCUSSIONS

School principals must continue attending training and workshops. Institutionalized research activities and research incentive program should be done to help the operations of the school. The interrelationship between the administrative and supervisory practices should be intensified and strengthened to achieve the school's goals and objectives. The result of the study can be used by the division office as a guide and benchmark for enhancing the administrative and supervisory practices of the school principals. Parallel studies can be conducted to analyze other administrative and supervisory practices not identified in this research.

KEYWORDS: administrative, supervisory, principals, action plan, teachers

SUBMISSION ID: R04A-CAVITP-0132

Administrative Functions and Instructional Leadership Competence of School Heads: Impact on Empowerment of Teachers

Guillerma Untalan, Department of Education

Abstract

INTRODUCTION

A high standard in leadership of transformative principals has assumed more relevance and importance in setting the rightful direction, mobilizing individual commitments and engineering institutional capabilities, building teams and managing change.

METHODS

The study used descriptive research. 80 public elementary school heads and 800 teachers were selected as respondents. The questionnaire was composed of several parts: the respondent's profile, his/her administrative functions, the instructional competence of public elementary school heads, and the teacher's empowerment.

RESULTS

The respondents perceived that any or the combination of the variables under administrative functions and instructional leadership competence of school heads have a great impact on the empowerment of teachers. The administrative function was perceived by the school heads as "very highly satisfactory" while teacher-respondents perceived it as "highly satisfactory". As to instructional competence and teacher's empowerment, teachers and school heads' perceptions are significantly different.

DISCUSSIONS

The study is limited to public elementary school teachers and school heads. It may be adapted in different secondary schools to provide insight into the high school teacher's perception. Opportunities may be created for continuous interaction between administrators and subordinates where they can exchange ideas and know-how, thereby validating and redefining one's management and leadership that is appropriate to the work environment.

KEYWORDS: teacher empowerment, functions, competencies, school leaders

SUBMISSION ID: R04A-QUEZON-0147

Adopt a Friend Program (AFP): An Intervention for the Least Mastered Competencies in General Mathematics of Selected Grade Eleven Students

And Liza Dalangin, Christian

Abstract

INTRODUCTION

No man is an island, no man stands alone. It is a famous line that was coined by John Donne in his poem. All people are part of an island. Friends are vital to a school-age student's healthy development. Having friends even affects school performance.

The result of least mastered competencies (LMC) in General Mathematics was identified after the first quarter examination scheduled last August 10 -11 during the school year 2016-2017. This study aimed to conduct an intervention program called Adopt a Friend Program for addressing the need for reinforcement for the competencies.

METHODS

A quasi-experimental design was used, the Two Group Pre-test Post Test Design. One of the group gets the intervention, the treatment group, and the other will not get the intervention, the control group. To show the difference in the pretest and posttest of the two groups, the researcher used the following statistical treatments: Mean, Standard Deviation and T-Test.

The proposed intervention is called Adopt a Friend Program, a type of peer tutoring that consists of student partnerships, linking a high achieving student with a lower-achieving student or those with comparable achievement, for math study sessions on the least mastered competencies in the first quarter and second quarter. The intervention can be classified under the collaborative approach in the 2C - 2I - IR PEDAGOGICAL APPROACHES.

RESULTS

The test difference between the control and treatment group before applying the intervention was obtained with the value of t as 0.89 and the p -value as 0.3895. It indicates that the result is not significant at p of 0.05. This means that there is no significant difference between the pre-test of the control and treatment group. This implies that participants from both groups had the same level understanding of the lesson before it was applied.

The test difference between the control group and the treatment group after conducting the intervention obtained the value of t as 14.96 and the p -value of 5.26. It indicates that the result is significant at p 0.05. This means that there is a significant difference between the post-test of the control group and treatment group. This implies that the treatment group with the intervention has better retention of facts and concepts and were superior in applying this knowledge in the given series of tutoring compared to the control group.

DISCUSSIONS

Based on the results, it was concluded that the Adopt a Friend Program was effective as an intervention of the LCM's. The proponent recommends that mathematics teachers use said intervention. To further investigate the use of the intervention, the other teachers may conduct this program to find if it is effective in other learning areas as an intervention for the least mastered competencies after each quarter.

KEYWORDS: Adopt a Friend Program(AFP), Intervention, Least Mastered Competencies (LCM's)

SUBMISSION ID: R04A-CAVITP-1364

Adopt-A- Learner Program: Impact of the Implementation in Department of Education Calamba City

Florette Laarni Bautista, Department of Education -Division of Calamba

Abstract

INTRODUCTION

Every child has an inherent right to quality education. To deny a child equal access to quality education is to deny his or her future.

Anchored to this principle, the Calamba City Division started the ADOPT-A-LEARNER PROGRAM in 2012. For the first three years of its implementation, the recipients every year were 580 students. Recipients were identified as financially challenged students from 52 elementary and 21 secondary schools in the Division of Calamba City. The sponsors were mostly non-teaching personnel of Department of Education Calamba City, NGOs, LGUs, Faculty members and Private Individuals.

METHODS

The Descriptive Method was used to elicit answers to specific problems in the study. This method involved gathering data to determine the impact of the implementation of the Adopt-A-Learner Program in Calamba City. It used a 20-item questionnaire on the demographic profile of the child. Moreover, an assessment tool was crafted to assess the achievement of its objective and the implementation of its guidelines.

RESULTS

The study found out that: 1. the learners belong to low income earning families of six siblings with parents working as construction workers; 2. the objectives and guidelines of Adopt-A-Learner Program were highly implemented; 3. majority of the learners' grades were improved under the program in spite of some absences; 4. through the program, the majority of the learners can now afford to buy school needs and reduce their absences; 5. the number of siblings is a vital contributor to the number of absences; 6. the adopt-a-school program has an impact evident in the key results areas; and 7. how the allowance was used and the number of absences was predicted by family income and parents occupation.

DISCUSSIONS

It was recommended that complete profiling of the program's beneficiaries should be implemented. Also, the school heads and teacher counselor should go beyond the implementation congruent to the objectives and guidelines of the program. Furthermore, a comprehensive evaluation and feedback mechanism should be utilized for effective implementation of the program. Moreover, the school administration, along with the internal and external stakeholders as part of the school community, needs to have an eye that will guard the deviation of the other contributing factors that may directly or indirectly affect the implementation and impacts of the Adopt-A-Learner Program.

KEYWORDS: Learner, Stakeholder

SUBMISSION ID: R04A-CALAMB-0440

**Adopt-A-School Program and Community Engagement in Relation to
School Improvement in Surigao Del Sur Division: Basis for the
Enhancement of School Improvement Plan**

Ikki Vaughn Rupa, Teacher

Abstract

INTRODUCTION

The public secondary schools face several issues that need to be addressed to improve the quality of education and to boost and improve the academic performance of the students. This study determined the levels of implementation of the Adopt-a-School Program. This study aimed at investigating whether the Adopt-A-School Program and community engagement are both significantly correlated to school improvement.

METHODS

This inquiry made use of the descriptive-correlation design to determine the relationship between the variables. The study was conducted in the twenty-two secondary schools in the Division of Surigao del Sur which involved 914 secondary school heads, teachers, parents, and students. Purposive sampling was used since the respondents were selected for the intent of this research. The statistical tools used were mean, Pearson r and multiple regression. The instruments utilized correspondingly for the mentioned variables were all researcher-made.

RESULTS

The findings of the study revealed all very high ratings in the donated school facilities and technology for the Adopt-A-School Program, the Brigada Eskwela activities for community engagement, and the moral support from the stakeholders for school improvement. Furthermore, there is a significant relationship between the Adopt-A-School Program and community engagement to the school improvement. Meanwhile, Adopt-A-School Program has no significant influence on school improvement while community engagement has influence.

DISCUSSIONS

The results suggested that an enhancement plan needs to be formulated and implemented to address the perennial needs of the schools. Amidst the multiple foci for school improvement in crafting the Annual Improvement Plan (AIP) and Enhance School Improvement Plan (E-SIP) of the schools, a matrix is introduced to assist the School Planning Team (SPT) in crafting the said plans considering the variables of this study. It also shows several suggested strategies to achieve the objectives of the said enhancement.

KEYWORDS: ADOPT-A-SCHOOL, Brigada Eskwela, Annual Improvement Plan, Enhance School Improvement Plan

SUBMISSION ID: R013-SURSUR-0283

Adoption of Application Project Implementation Plan Concept in Ethical, Accountable and Transparent Governance

Romel Nitro, Department of Education - Batangas Province

Abstract

INTRODUCTION

Governance is the process by which power, authority, transparency, ethics, and accountability are exerted in society through the government. The problems that exist today, however, are all in contrast to what has been earlier planned. The Department of Education has recorded complaints and administrative cases against school heads regarding the financial and fiscal management of the schools. There are cases that deal on how school heads perform their duties and responsibilities with regards to ethical, accountable and transparency school governance. Such examples include the violation of the no collection policy, the misuse or realignment of school funds and resources, the unliquidated funds of maintenance and other operating expenses, insubordination and the like. It is in this context that the researcher conducted a study on the ethical, accountable and transparent governance of school heads in the Division of Batangas

METHODS

The study used the descriptive method of research. It determined the roles and responsibilities of school heads and their transparent, ethical and accountable governance. As stressed by Calmorin (2008), descriptive design focused on the present condition. The purpose is to find new truths. This method is the most appropriate for this study. The research instrument was constructed from the books and studies reviewed.

RESULTS

In ethical, accountable and transparent governance, the assessment revealed that there was satisfactory governance of school heads in terms of moral standard and/or ethical conduct. However, regarding the issues and challenges in school governance, most of the respondents chose that the School-based management level needs thorough understanding and escalation which ranked first. While other school heads chose that both norms of conduct for public servants need review and revitalization; the unliquidation of MOOE and not having financial reporting ranked second. On the other hand, school heads chose to have a financial interest while engaged in purchasing materials needed by the school or by acting as the direct supplier of the school was the lowest in rank.

DISCUSSIONS

The results demonstrate the need for proper implementation and monitoring of ethical, accountable and transparent governance. The way the school heads manage their respective schools need to be thoroughly checked and should be monitored regularly to fully implement the ethical, accountable and transparent governance.

KEYWORDS: ethical, accountable, transparent, governance

SUBMISSION ID: R04A-BATANP-0818

**Advantage and Disadvantage of Using Cellphone in Studying Lessons
among the ABM-Malvar Senior High School Students of Padre Garcia
National High School**

Mary Rose Macaraig, Department of Education - Batangas

Abstract

INTRODUCTION

The use of technology around the world cannot be denied. One of the most popular technologies or gadgets now is the cellphone. This is one of the many things that speed up tasks when using them. That is why people have been free to enjoy it at any age and in any corner of the world. With the passing of time, the gradual development of cellphones led to its use in the field of education.

METHODS

This is a qualitative form of research administered to 40 students of the ABM Strand of the Padre Garcia National High School. The interview questionnaire also consists of the demographic profile of the respondents chosen using the non-random selective sampling method.

RESULTS

Results show that cellphone is used in communication, as revealed by the highest number of students who use social media sites such as Facebook and Messenger. Among the 40 respondents, cellphone usage lasts up to three hours daily. Findings revealed that cellphone speeds up the searching process of lectures and in doing assignments. However, some respondents revealed that using cellphones distracts them from their studies while a few claimed that it has caused them to forget their assignments.

DISCUSSIONS

Public school students are not left behind by the current technological gadgets. Due to the features and applications of the said devices, the students became so engrossed in using them, making them unmindful of the long period of time spent. The internet function of the cellphone enables students to hasten the research process while the communication function serves as its highest advantage. Negative effects of tapping the said devices were also highlighted in the research. Pedagogical implications of using the cellphone were propounded.

KEYWORDS: disadvantage

SUBMISSION ID: R04A-BATANP-0439

Advantages of Science and Technology Based Instruction on the Academic Performance of Primary Pupils: Basis for an Action Plan

Dulce Abela

Abstract

INTRODUCTION

Educational technology is affected by many things such as social, cultural, political, economic and educational changes. Computers are now being seen as an essential family and workplace technology due to our increasing reliance on them.

Therefore, the authors focused on presenting the findings and conclusions which can have overarching implications for the teacher. educators. **ACTION RESEARCH QUESTIONS**

This study attempts to assess the advantages of the use of technology in science instructions and its relationship to the academic performance of the intermediate pupils in Doña Maria Laurel Platon Memorial School.

Specifically, it will provide answers to the following questions:

What is the extent of implementation of the technology-based instruction in the science classrooms as perceived by the teachers and pupils in terms of?

Media usage

Authentic assessment

ICT integration

What is the performance level of the pupils who are using technologies as reflected in their second periodical grades?

What are the advantages of this study to ICT integration administration?

METHODS

A. Participants and/or another source of data and information

This study involved a total of 60 select intermediate students from Doña Maria Laurel Platon Memorial School. Random sampling was used by the researcher to find the target respondents.

The researcher utilized the descriptive research method through the survey technique and chose it for its appropriateness to the problem.

The questionnaire was the major instrument used in gathering data. It was divided into two parts: the profile of the respondents, and the questionnaire proper.

RESULTS

The validation of the instrument was done by administering the survey instrument to a group of respondents.

In terms of Individual performance, the eighth statement that says "I am able to participate in the discussion because I am provided with technology at home, like the Internet, to research about the topics to be discussed" has the highest frequency among the responses.

DISCUSSIONS

Students are very fortunate because their early knowledge of facts, information, skills, and values may be drawn from their world. As its social responsibility, education takes care of the proper development of children and safeguards them from the onslaught of the harmful effects of the environment mentioned. Despite constraints, the teachers we interviewed were, generally speaking, open rather than resistant to change, and committed to using ICT in the classroom.

KEYWORDS: SCIENCE AND TECHNOLOGY

SUBMISSION ID: R04A-BATANP-1721

Adversities of Science Teachers in Facilitating Science Experiments in Secondary Schools of Mauban Districts

Rinalyn Endonila, DMDPNHS

Abstract

INTRODUCTION

Science should be taught properly and effectively and conducting a science experiment must be an integral part of the Science education. However, it is unfortunate that in most schools, Science is taught without the use of a laboratory and neither the teacher exposes the students to any practical demonstration.

This study aimed to determine the adversities of Science teachers in facilitating science experiments in Secondary Schools of Mauban Districts. This study focused on: determining the demographic profile of the science teachers; identifying the adversities encountered in facilitating science experiments in terms of resources, techniques, safety standards and laboratory activity management; and analyzing the significant difference on the adversities encountered in facilitating science experiments when teachers are grouped according to demographic profile.

METHODS

The descriptive-survey and descriptive-comparative type of research design were used in this study. The researcher used purposive sampling technique which involved all the 31 Science teachers from the seven Secondary Schools of Mauban Districts. The instrument used was a validated self-devised questionnaire. Frequency - Percentage, t-Test, and ANOVA were used in analyzing and presenting the data.

RESULTS

The results revealed that most of the Science teachers are Science majors, with units in Master's Degree Program, teaching Science for 6 to 20 years, attended relevant training and are teaching outside the town proper. The majority agreed that they had adversities in facilitating science experiments in terms of resources, safety standards, and laboratory activity management. There was a significant difference in the adversities of Science teachers in facilitating science experiments in terms of resources when grouped according to years of experience in teaching Science. There was a significant difference in terms of highest educational attainment and area of specialization. Meanwhile, in relevant training, there was a significant difference in terms of techniques, safety standards, and laboratory activity management. When grouped according to school location, there was a significant difference in terms of resources and techniques.

DISCUSSIONS

Based on the findings and conclusions, the researcher recommended that Science teachers may use the output of the study which provides suggestions on addressing the adversities of Science teachers in facilitating science experiments in terms of resources, techniques, safety standards, and laboratory activity management.

KEYWORDS: adversities, science experiments, Science teachers, Teacher's Guide in Facilitating Science Experiments

SUBMISSION ID: R04A-QUEZON-0233

**Adversity Quotient and Teachers Performance in Techvoc Schools,
Division of Cavite, Department of Education; Basis for Faculty
Development Program**

Jesusa Cristina Profeta, Department of Education

Abstract

INTRODUCTION

Teachers as human beings cannot excuse themselves from everyday adversities in and out of their teaching profession. Amidst the numerous problems teachers are facing, they still managed to cope with the needs of 21st-century learners. Thus, there is a need to determine the adversity quotient of teachers so that it can tell how one can withstand adversity and how one can overcome it while performing his/her teaching duties and responsibilities. This study was aimed to relate to the adversity quotient of Dr. Stoltz (1997) and the Technical Vocational teachers' teaching performance.

METHODS

The descriptive method of research was used in the study to have a better interpretation of the results and analysis of the investigation. Moreover, percentage, frequency distribution, standard deviation, t-test, and correlational analysis for the statistical treatment of data were used. The respondents consisted of one hundred two (102) TechVoc teachers and one hundred two (102) TechVoc students from three schools; General Mariano Technical High School, Amaya School of Home Industries, and Tanza National Trade School. The study was conducted in S.Y. 2015-2016.

RESULTS

The teacher respondents have a low adversity quotient but demonstrated a high level of teaching performance. There is a statistically significant difference in terms of the domain community linkages and social growth and development. It was found out that there was a significant relationship between designation/ position, educational attainment and teachers' performance in terms of the learning environment. Similarly, designation/ position and years in service significantly relate to teachers' performance in terms of personal, social growth and professional development. Ownership dimension influences teachers' performance in terms of community linkages. Likewise, ownership and endurance dimensions consecutively influence teachers' performance in terms of the learning environment.

DISCUSSIONS

The results demonstrate the need for teachers to enroll in graduate programs. Teachers may devote time and effort to improve their AQ® level by means of reading books and magazines, watching videos related to AQ® through the use of the internet. The school may consider the findings of this study in conducting a faculty development program which will help improve the teachers' adversity quotient. The results of this study may be shared with other educational institutions using a wider range of samples for follow-up studies.

KEYWORDS: adversity, adversity quotient, performance, teacher, Technical Vocational

SUBMISSION ID: R04A-CAVITP-0078

**Affordability of Goods Sold in School Canteens as Perceived by the
Grade 10 Students of General Mariano Alvarez Technical High School**

Nathalia Valera, GMATHS
(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

Food and nutrition are essential factors for human development. Schools, in particular, are required not only to feed the mind and soul but also the body requisite towards holistic education. Therefore, school canteens play an important role in the daily lives of students. However, issues on availability and affordability arise with recurring socio-economic problems within the community and family. In response, this study aims to assess the perception of selected students toward the affordability of goods sold in the school canteens of General Mariano Alvarez Technical High School.

METHODS

The study follows a descriptive quantitative research format. Data gathering was done thru a 15-item survey form which was accomplished by 200 Grade 10 students of GMATHS selected using the stratified sampling technique. Analysis and interpretation of data were done statistically thru percentage, weighted mean and z-tests.

RESULTS

The research has found out that student allowances cannot sustain all immediate wants and needs students to encounter at school. The school canteen's goods sold are considered as '~affordable' as perceived by the respondents if only there are no intervening factors such as availability of goods, its quality and price charge; the amount of the students' allowance; and consumer satisfaction. Moreover, affordability of the products offered by the canteen is heavily influenced by their individual allowances.

DISCUSSIONS

The findings of this study have emphasized the significance of financial management in all aspects, especially on students. The research also suggests minor improvements on the canteen's offered services. Setting-up menu boards indicating the price lists of food and other products and including healthier food options were also highly recommended.

KEYWORDS: CANTEEN, AFFORDABILITY, GMATHS, STUDENT

SUBMISSION ID: R04A-CAVTP-0627

Agony and Ecstasy of Fatherhood: The Journey of Fathers of Children with Intellectual Disability

Clarissa Terando, Department of Education

Abstract

INTRODUCTION

Raising a child with an intellectual disability has often been associated with higher levels of parenting stress and psychological distress. Several studies have examined the maternal acceptance of children with intellectual disability yet only a few studied the father's experiences in this regard. The researcher tried to fill this gap in the existing literature.

METHODS

This phenomenological study was set forth to describe the fundamental meaning structure of the lived experiences of fathers of children with intellectual disability using Giorgi's descriptive phenomenology. The researcher interviewed six (6) fathers using an expert-validated semi-structured interview guide questionnaire to obtain in-depth information about the father's lived experiences.

RESULTS

The results revealed seven emerging themes namely: (1) the struggles within, (2) dealing with the external forces, (3) seeking support and assistance, (4) meeting the child's needs and expectations, (5) investing on relationships, (6) deep feeling of uncertainty and (7) resignation to the higher being. Practical implications, conclusions, recommendations of the study were also elucidated.

DISCUSSIONS

Based on the findings, the researcher made several recommendations and identified directions for conducting future research. The most important were: increasing public awareness of children with special needs, increasing the availability of medical practitioners in the field that can be accessible to all and creating a support group for fathers.

KEYWORDS: father, lived experiences, intellectual disability, phenomenology

SUBMISSION ID: R04A-QUEZON-0107

Algebra Tiles as Teaching Device in Enhancing Algebra Skills

Jay Ronnie Pranada, Hanna Lou Dizon, & Lovely Rose Sabalza

Abstract

INTRODUCTION

Algebra is an important area of mathematics. It is a generalized form of arithmetic and for the purpose of generalization of arithmetic, letters and signs are used. No doubt, the use of letters and signs make it an abstract subject. Because of the nature of generalization and abstraction, algebra is considered a difficult area of mathematics. Using algebra tiles as a teaching device in enhancing skills will help students overcome their math anxiety and will give them an easier way to solve or understand the concepts of algebra lessons like addition, subtraction, multiplication, and division of polynomials as well as factoring.

METHODS

The proponents used a pre-experimental research design in conducting this study. They employed pre-test-post-test group design. This design is the most appropriate because the study entails variables (levels of learning ability) which are determined by the pre- and post-test results. Researchers used the Purposive sampling technique in the selection of the respondents.

The sample is composed of 23 respondents. The respondents were given a pre-test to test their knowledge of the topics. The respondents received tutorials for ten sessions. The teacher used algebra tiles in introducing the different topics chosen by the researchers and adviser. After the ten tutorial sessions, a post-test was given to the respondents using a parallel form of the pre-test. The results of the two tests were compared to note differences.

RESULTS

This experimental research was conducted to determine the effectiveness of algebra tiles in enhancing the skills of students in algebra. This study employed the use of t-test in determining the significant difference of the mean of the two tests given to the students. After the interpretation of data, it was concluded that: 1) The pre-test showed that the respondents had great difficulty in performing operations on polynomials and factoring. 2) In the post-test, the respondents had improved their skills in performing operations on polynomials and factoring because they already used the algebra tiles. 3) The use of algebra tiles in performing operations on polynomials and factoring was effective.

DISCUSSIONS

The results showed that after using the proposed algebra tiles, 15 students got the highest score in the post-test and these means that the algebra tiles was effective. The findings and conclusions recommend the use of algebra tiles in presenting the lessons and topics in algebra.

KEYWORDS: Algebra Tiles, Manipulative device, algebra skills

SUBMISSION ID: R04A-STAROS-0058

Alignment of Curriculum Guide and Teaching Guide in Oral Communication in Context in Senior High School

Marlyn Dabbay, Bondoc Peninsula Agricultural High School

Abstract

INTRODUCTION

In an educational setting, learning competencies are the targets needed to be learned by the students. As such, learning competencies have been problematic in the actual delivery of teaching Oral Communication in context. The learning competencies must be rearranged to the appropriate succession and must be combined with other competencies that can be taught together. To meet these needs, it is of great significance to consider theories such as the Revised Blooms Taxonomy, the GRASPS (Goal, Role, Audience, Situation, Product, and Standards) model of Assessment and the Transfer Goal in improving the level of progress in students learning through the alignment. This study focused on the alignment of the curriculum guide and teaching guide in Oral Communication in Context for Senior High School. Specifically, this study looked into the following: the sequence of the competencies based on the actual delivery of instruction; the competencies that can be lumped in based on the actual delivery of the subject; the teaching strategies that are aligned in teaching the competencies; and the development of a proposed aligned curriculum guide and proposed teaching guide to improve the students' level of learning.

METHODS

The descriptive-analytic research design was used in the study. It was conducted in Mulanay, Quezon and Mauban, Quezon. The participants were one Senior High School teacher from Mulanay, Quezon and four Senior High School teachers from Mauban, Quezon who were selected through the purposive sampling technique. The instrument used was a validated interview guide. The one-on-one interview was used to gather data.

RESULTS

The findings of the study revealed that there was a rearrangement of the sequence of the competencies and there were competencies that can be lumped. The findings also revealed that the teaching strategies were aligned in the learning competencies used in preparing the teaching guide. These results were considered in the development of the research output. The output of the study was a proposed aligned teaching guide and curriculum guide that may improve the students' level of progress in learning.

DISCUSSIONS

Based on the findings and conclusions, the researcher recommended that the outputs of the study are used by the students and the English language teachers – the aligned teaching guide and curriculum guide can improve the students' progress in learning.

KEYWORDS: alignment of the curriculum guide, curriculum guide, learning competency, teaching guide

SUBMISSION ID: R04A-QUEZON-0100

Almazora Motors Corporation Iso Readiness: Basis for Strategic Plan

Marilou Gorospe, General Mariano Alvarez Technical High School

Abstract

INTRODUCTION

ALMAZORA has been a distinguished name in quality trucks, buses, and AUV manufacturing. For more than 100 years since its existence, ALMAZORA lives with its name for its high-quality standards and craftsmanship. To maintain a powerful impact in the highly competitive world, we need to meet the industry requirements for automotive to get into the system of the International Organization for Standardization (ISO). The Almazora Motors Corporation is pursuing the International Organization for Standardization with an integrated Environmental Management System. Unfortunately, the Almazora Motors Corporation is not ready for that due to high fees for consultation and lack of qualified personnel for handling the requirements. With no further study or analysis so, the on-going preparation is unsuccessful. But now, through a Survey and SWOT Analysis, the Almazora Motors Corporation will become ready and equipped for the International Organization for Standardization (ISO).

METHODS

This study encompasses to determine the ISO readiness of Almazora Motors Corporation and to assess how the proposed strategic programs will be implemented. It is descriptive in design because it involves a collection of qualitative and quantitative information designed to investigate a present existing condition of the situation. The descriptive method is the efficient one for this nature of study includes gathering the required data.

RESULTS

The involvement of the whole organization of the Almazora Motors Corporation includes each division per plant. By means of surveys questionnaires, checklist, and interviews with the rank and file during break time and free time. The Supervisors and Managers will assess them so that they can formulate a strategic plan for improvement. On the other hand, this study is limited only to Almazora employees. The lack of data for this organization is an obstacle for a comprehensive analysis

DISCUSSIONS

The summary of the findings and conclusions is made through a SWOT Analysis, which resulted in creating guidelines and procedures on employee motivation and empowerment and conducting Annual Training Plan to Almazora Motors Corporation. These initiatives will help Almazora Motors become ready and equipped for the International Organization for Standardization (ISO).

KEYWORDS: AMC, ISO, QMS, STRATEGIC PLANNING, SWOT ANALYSIS,

SUBMISSION ID: R04A-CAVITP-0319

Aloe Tang Cocomond Oil: An Investigatory Project

Goldamier C. Destura, Jemelyn S. Maravillas, & Regine Reanturco,
Department of Education

Abstract

INTRODUCTION

This research is about the possibility of using these combined materials for a hair oil to keep our hair and scalp healthy, silky, shiny, and smooth. It also helps avoid itchiness of the scalp. Hair oil is commonly used by people who have dry hair and itchy scalp, especially girls. It moisturizes the scalp, provides the sebaceous glands and promotes hair growth. One way of caring for our hair and scalp is by using hair oil.

METHODS

A. Procedures

Preparation of the Coconut Milk

The coconuts were grated and squeeze to separate the coconut milk from the coconut meat. After, the coconut milk was heated until it boiled and became coconut oil.

Tanglad was chopped or cut into pieces. Calamansi was cut into half and squeezed to get the juice, separating the seeds from the liquid. The aloe vera was chopped and mashed to get the extract.

Preparation of Aloe tang Cocomond Oil

The coconut oil, together with the tanglad, was boiled for ten minutes. After ten minutes, the calamansi juice and the aloe vera extract were added to the boiling oil with tanglad. After five minutes, it was removed from fire and cooled. It was put in bottles and labeled.

Sampling

The researchers asked 25 pupils and 5 teachers to use the aloe tang cocomond oil. They applied the oil to their scalp down to the tip of their hairs. The process was tried several times.

Data Collection

The researcher conferred with the school head on the conduct of the study. The 25 pupils and 5 teachers who volunteered were asked to try the product in different combinations.

Ethical Issues

Through written communication, the researchers asked permission from the parents if they will allow their child to take part in this study. They assured that all the ingredients used in the product were safe and manageable.

RESULTS

RESULTS

This research involved the use of coconut oil, tanglad, aloe vera extract, and calamansi juice. Coconut oil was obtained from fresh coconut milk cooked under heat. Tanglad leaves were boiled in the coconut oil.

DISCUSSIONS

The researchers determined that the combination of coconut oil, calamansi juice, aloe vera extract, and tanglad gives the best care for our hair, most especially to our scalp. The effectiveness of the product was proven the same only that the product has a natural content. Since the materials used in the Aloe Tang Cocomond Oil is readily available, it is cheaper than others and it is very easy to make.

KEYWORDS: ALOE TANG COCO MOND OIL

SUBMISSION ID: R04A-CAVITP-1319

ALphabets PHonemes Actions (ALPHA): A Strategy to Develop
Alphabet Knowledge and Phonological Awareness in Grade 3

Fretzel Bagood, Department of Education - Surigao Del Sur

Abstract

INTRODUCTION

The holistic development of the two Language and Literacy Domains are primordial in decoding. As assessed, one of the perennial problems in Anahao Bag-o Elementary School’s Grade 3 pupils is that their frustration level in word recognition is high. Among the 27 enrolled, there were 15 of them belonging to frustration level, particularly in word recognition and their refusal to pronounce. This resulted in low academic performance.

METHODS

This study used the Philippine Informal Reading Inventory (Phil-IRI) in English with a pre-test and a post-test because it is the only standardized tool in gauging word the recognition level of grade 3 pupils. After the pre-test, the researcher selected the respondents at the frustration level. The focus of the study is limited only to the collection of relevant information that will determine the impact of using multi-sensorial experience in the development of alphabet knowledge and phonological awareness. The identified respondents underwent intensive remediation during DEAR and remedial time. The results were analyzed and evaluated through a simple descriptive statistical treatment.

RESULTS

Table 1
CONSOLIDATED ORAL READING INVENTORY (Phil-IRI PRE-TEST) ON WORD RECOGNITION

No. of Respondents			Independent Level %		Instructional Level %		Frustration Level %	
27	3	11%	9	33%	15	56%		

Table 1 shows that out of the 27 respondents, 3 or 11% were at the independent level, while 15 or 56% were under the frustration level. This implies that the majority of respondents were poor in decoding or in word recognition.

Table 2
CONSOLIDATED ORAL READING INVENTORY (Phil-IRI POST-TEST) ON WORD RECOGNITION

Table 2 shows that out of 27 respondents, 6 or 22% were at the independent level, while 5 or 19% were under the frustration level.

Table 3
COMPARATIVE RESULT ON PHIL-IRI PRE-TEST AND POST-TEST ON WORD RECOGNITION

Indicators	Pre-Test	Post-Test	Percentage of Increase
INDEPENDENT LEVEL	11%	22%	
INSTRUCTIONAL LEVEL	33%	59%	26%
FRUSTRATION LEVEL	56%	19%	-37%

Table 3 shows that the independent level has an increase of 22%: 11% in the pre-test increased to 22% in the post-test. On the other hand, the frustration level decreased by 32% from 56% to 19%. This indicates that there's an increase in the word recognition level among respondents.

DISCUSSIONS

The researcher, confidently believed that the outcome of the study indicates a positive influence on the respondents.

KEYWORDS:

SUBMISSION ID: R013-SURSUR-0263

Alternative Conceptions in Reading and Writing Algebraic Expressions

Lianne Mariz Veluz, Lucena City National High School

Abstract

INTRODUCTION

One of the major problems of grade 9 students in Lucena City National High School is having basic knowledge in mathematics which eventually hinders their understanding of the complex topics in higher mathematics. They are becoming less motivated in understanding the lessons given by their mathematics teachers for they already assumed that they will not comprehend the topic at all. They do not have a good transition of mathematical knowledge from the elementary to the secondary level. They seem to be unprepared in facing academic challenges of the tertiary level. The researcher wanted to provide an intervention for grade 9 students that will help them learn, at least, the basic of algebra. Thus, this study is proposed.

METHODS

The study was conducted from August 2016 to September 2016. The respondents answered a 34-item test. The scores of the respondents on the test were determined, tabulated, and analyzed. These data were used to determine the misconceptions in reading and writing of algebraic expressions. Then, a drill worksheet was crafted based on the results of the study.

RESULTS

The most common misconception in writing algebraic expressions among grade 9 students was the use of the term "twice" and "squared". In reading algebraic expressions, the most common misconception was the "multiplication operation between a constant and a variable". Grade 9 students have more misconceptions in reading algebraic expressions than in writing verbal expressions into algebraic expressions.

The mathematical symbol that most grade 9 students find the most difficult to interpret was the use of "." in the multiplication operation. In addition, in evaluating the verbal expression "less than", most grade 9 students interpreted it as the inequality expression.

Drill worksheets for enhancing reading and writing algebraic skills have been developed.

DISCUSSIONS

The results of the study are in conformity with that of Allen's (2007) which says that many misconceptions apparent in algebra are rooted in misconceptions of arithmetic. As for the multiplication operation, the exposure to mathematical operations in elementary math, pre-algebra students recognize "x" in a problem as an indication to multiply two numbers together. Since there is no stylized difference between x as a variable and x as an operation, some students may misinterpret the variable x to indicate multiplication with the following term.

KEYWORDS: misconceptions, algebraic expressions

SUBMISSION ID: R04A-LUCENA-0004

Alternative Learning System (ALS) in Tabaco City Division

Ireen Rebanal, Department of Education

Abstract

INTRODUCTION

In today's generation, education is very important because this is the primary prerequisite to have a better future. If we want to have a progressive environment, we must educate our people.

To realize this goal, the Alternative Learning System offers free education to those who cannot afford formal schooling due to various reasons. This program provides a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. The objective is to open more educational opportunities for Filipino citizens of different interests, capabilities, demographic characteristics, and status as well as in addressing the needs of marginalized groups.

METHODS

The descriptive survey type of research was used in the study. The data gathering tools used were a questionnaire, interview guide, observation, and documentary analysis.

RESULTS

Majority of the ALS implementers are male, married, have units in MAEd, and almost all have attended the required training by the Bureau of Alternative Learning System. Meanwhile, the majority of ALS learners and parents are female, single, and finished the elementary level. Both of the ALS stakeholders, the learners, and their parents, perceive that ALS in Tabaco City Division is implemented very satisfactorily. The problems encountered in the implementation of the ALS program included the lack of qualified service providers in the community, the service providers' dislike for the Unified Service Contracting Scheme, the insufficient learning materials for the learners, and the lack of support from the LGU and barangay officials. There is no significant difference in the assessment of the ALS stakeholders with a curriculum framework.

DISCUSSIONS

To improve the ALS in Tabaco City, stakeholders should pursue their studies in graduate school and learners should continue their studies up to the tertiary level. Continued monitoring and evaluation should be done by the division and regional supervisors. There should also be a massive implementation of the AdSocMob to all sectors of the society. There must be a seminar for the ALS stakeholders, local government unit, and barangay officials.

The profile has no significant relationship along with its curriculum framework. It is recommended that stakeholders must try out or implement the proposed Train Smart Handbook.

KEYWORDS: Alternative Learning System (ALS)

SUBMISSION ID: R005-TABACO-0038

Alternative Learning System: Its Impact on the Socio-economic Status of Beneficiaries

Rosemarie Egloso, Department of Education - Masbate Province

Abstract

INTRODUCTION

Although elementary and secondary education is free, many are still not in school because of the lack of other essential needs. Thus, an Alternative Learning System was developed to educate individuals since education is key to alleviate poverty. In this study, we evaluated the impact of the Alternative Learning System on the socio-economic status of the beneficiaries in terms of their income, occupational status, and educational attainment.

METHODS

Using quasi-experimental research design, it involved sixty-four ALS beneficiaries during the school year 2008-2009, with respondents coming from six municipalities in the 3rd congregational district of Masbate. The respondents were given survey questionnaires to provide their past and present socio-demographic profiles and socio-economic statuses in terms of educational attainment, employment status, and monthly income. Interviews were also conducted to validate responses.

RESULTS

The past and present data were compared and findings revealed that there is only a slight increase in income in most of the respondents. This is because most of them prioritize taking care of their family instead of pursuing higher education or finding a job. It is also revealed that most of the ALS beneficiaries are now high school graduates and a number of them were able to continue and finish their education. The study also found out that there was a decrease in jobless individuals or those who stay at home and an increase in the number of individuals employed. This implies that the Alternative Learning System had contributed to improving their occupation. Yet, there is a small number of ALS beneficiaries in the six covered municipalities in 2008 compared to the number of out-of-school youth, and there are a lot of barangays in such municipalities where the ALS program was not yet implemented.

DISCUSSIONS

The results showed the need to have a thorough, strict and sincere implementation of the Alternative Learning System to the far-flung, isolated, and remote barangays so that more, if not all, out of school youth, adult elementary, and secondary drop-outs and workers can avail basic education. The program needs true people who have a love for work and are deeply committed to reaching every single youth or adult who is out of school or a drop out to embrace the program, make significant changes in their lives, and have a better life for ALS is effective in improving the lives of the beneficiaries.

KEYWORDS: Alternative, Learning, System, Impact, Socio-economic, Status, Beneficiaries, Implementation, Improve, Lives

SUBMISSION ID: R005-MASBAP-0002

Alugbati (Basella Alba) and Garlic (Allium Sativum) Used as Organic Insect Repellent Paper

Liza G. Pacia, English Coordinator, Rachele G. Tolentino, PESS Coordinator

Abstract

INTRODUCTION

No matter where you live or what you do, you will be able to find insects. They can live in just about any situation or climate. Nearly everybody will have some type of problem with insects at some time in their lives. A few insects can spread diseases. However, most insects have no importance to our well-being except that they are interesting creatures to observe. To get rid of them, people often use spray which contains chemicals that are harmful both for the environment and humans.

METHODS

Organic Insect Repellent Paper Making Procedures-Collecting-Cleaning-Boiling-Chopping-Mixing-Designing

RESULTS

The researchers made an organic insect repellent paper from natural ingredients which are not harmful to human health. This will inform people that they can make an insect repellent out of scratch paper and herbs as an alternative. It will not cause any hazard because the materials used are organic and eco-friendly.

DISCUSSIONS

Upon making an organic insect repellent paper, the researchers observed the proper used of handling materials such as in boiling and in chopping. The insect repellent paper should be kept out of reach from children to avoid eye contact or ingestion. Wearing gloves and apron must strictly be practiced.

KEYWORDS: alugbati, oregano, insect repellent

SUBMISSION ID: R04A-BATANP-1628

Am I in Or Out? a Survey on the Involvement of Parents in the School-Based Feeding Program (Sbfp) of San Agustin Integrated School; Basis for Schematic Road Towards Active Parental Support

Glen D. Pagcaliwagan, Department of Education

Abstract

INTRODUCTION

The School-Based Feeding Programs piloted by Department of Education has tremendous potentials in creating healthy school environments and improving education outcomes. At the school level, the parents' perception and role in inculcating proper nutrition practices are essential. In San Agustin Integrated School, parental involvement has dramatically decreased for the past three years. It should be noted that the idea of school feeding programs and their results depend upon many factors. As a complex issue, its results would depend on the culture and perceptions of the people, especially the parents, on its impact on the physical, social and mental health of their children.

METHODS

The descriptive - survey method was used in the study. A researcher-made questionnaire was the main instrument used in the data gathering.

RESULTS

The study revealed that the level of awareness of the parents in the SBFP implementation is very high as revealed in their 74-79 % YES responses. The hindrances in their participation and involvement in the SBFP were also discussed. As to the perceived effects, the parents absolutely agree on the indicators included in the perceived effects of the SBFP in the well-being and health of their child/ children. After careful analyses of the results, PROJECT KAIN was formulated to strengthen the partnership with the parent-volunteers.

DISCUSSIONS

The research instrument was divided into four parts. Part 1 dealt with an awareness of the parents regarding the feeding program of the school. The result shows that the majority of the respondents have a high level of awareness regarding the SBFP of the San Agustin Integrated School evident in their average weighted mean of 3.48 verbally interpreted as highly aware. It might be a good indicator that the community is aware of the programs and projects of the school. Yet, it should be noted that awareness is not enough. The second part discussed the types of involvement of parents in the SBFP. The data showed an average weighted mean of 2.24 and verbally interpreted as Very Seldom. The third part revealed the perceived hindrances of parental involvement in the SBFP. It garnered an average weighted mean of 2.41 and verbally interpreted as disagree. The fourth part of the questionnaire dealt on the perceived effects of SBFP. The data showed an average weighted mean of 3.63 and has a verbal interpretation of Absolutely Agree.

KEYWORDS: School-Based Feeding Program; Parental support; parental involvement

SUBMISSION ID: R04A-BATANP-0599

Ameliorating Grade Six - Emerald's Performance in Reading Comprehension at San Juan East Central School

Leonida Velasco, SJEDTPA

Abstract

INTRODUCTION

Reading is the process of making and getting meaning from printed word symbols. By the power of reading, a person widens his/her horizons and frees him/herself from the bondage of ignorance and retardation. It is hurting and embarrassing to know that many of our pupils today, especially those in the intermediate level, are very poor in reading with comprehension. Reading cannot take place when there is no comprehension on the part of the reader. Comprehension has been a perennial problem among teachers. Many teachers say that their pupils can read but cannot understand what they have read. In this case, pupils are just "word callers" or "barking at print." Sensitive mentors can greatly contribute to its realization and to producing successful professionals through commendable actions like action researches.

METHODS

The researcher encountered a lot of difficulties in upgrading the vocabulary of the pupils essential in reading. She proposed interactive teaching-reading strategies. The researcher used three steps to contextualize the pupils' reading abilities: the PHIL-IRI (Pre- Post), a comprehension check-up for every reading material used, and the pre-reading while reading, post-reading strategy of teaching reading. Short stories were prepared, distributed, tallied, and interpreted to identify the reading abilities of the clientele. Additional worksheets, paragraphs, and selections were used too as research tools.

RESULTS

After the PHIL-IRI (Pre-Test) has been conducted, 2 males or 12% and three females or 12% belonged to the independent level of reading with comprehension; three males or 18% and 4 females or 16% belonged to the instructional level of reading with comprehension; and 12 males or 71% and 18 females or 72% belonged to the frustration level of reading with comprehension. The reading performance of grade six pupils was indeed very poor for the majority of them can read but they cannot comprehend.

DISCUSSIONS

The reading level of the pupils has been uplifted through the interactive teaching-reading strategies like reading short stories, paragraphs, selections during remedial periods and assigned take-home reading materials. This improvement was proven by the result of the conducted PHIL-IRI (Post-Test result) wherein 8 males or 47% or 10 females or 40% belonged to the independent level; 6 males or 35% and 10 females or 40% belonged to instructional level; and 3 males or 18% and 5 females or 20% belonged to the frustration level of reading with comprehension.

KEYWORDS: ameliorate, bondage of ignorance, commendable

SUBMISSION ID: R04A-BATANP-1724

An Action Program Towards Improving the Reading Proficiency of Grade 5 Pupils

Neil Villegas, Pittland Elementary School

Abstract

INTRODUCTION

The research explored on Action Program towards Improving the Reading Proficiency of Grade 5 Pupils. Specifically, the objectives of this study aimed to know the profile of the pupil-respondents as to their age, gender, general average in Grade 4, parents' educational attainment, proficiency level in terms of specific reading comprehension skills, proficiency level in specific reading comprehension skills and how these personal factors significantly relate to the implications of the reading program.

METHODS

This study used descriptive research design to record, describe, and interpret data on the action program towards the improvement of reading proficiency of Grade V pupils.

RESULTS

Based on the findings of the study, it revealed that the respondents have an age range of 10 to 11 years old. The general average of the grade five pupils performed fair on the school year 2017-2018 which means that there was a need for improvement on their performance. The class proficiency level was under frustration.

DISCUSSIONS

These were the recommendations of the researchers to improve the reading comprehension ability of the pupils: select texts purposefully to support comprehension development; teach students to identify and use the text's organizational structure to comprehend, learn, and remember content; guide students through focused, high-quality discussions on the meaning of the text. We made a reading program entitled Project CRIP (Comprehension and Reading Improvement of Pupils) aimed to develop their reading comprehension. The unique feature of this study was the implementation of the reading program to spark the interest of the pupils to read and understand, eventually improving their reading comprehension.

KEYWORDS: Action program, Grade 5 pupils, reading comprehension, reading proficiency

SUBMISSION ID: R04A-CABUYA-0085

An Action Research on the Correlation of Solving Word Problem in Mathematics and Comprehension Ability of Grade V and VI Pupils of Alfonso Central School SY 2018-2019

Felicitas Camarce & Susan M. Romen, Department of Education

Abstract

INTRODUCTION

Problem-solving is one of the numerical skills that manifest the difficulties in teaching-learning situations. Before a pupil can successfully solve a problem, he has to possess not only computational skills but also good reading comprehension and analytic skills. Problem-solving in Mathematics seems to be a difficulty among pupils. In this study, we explored the correlation of solving a word problem in Mathematics and the comprehension ability of Grade V & VI pupils.

METHODS

This action research used a descriptive method which utilized the pretest, posttest and summarization worksheets in addressing the pupils' problems. The respondents in this study were 45 Grade V-Sampaguita pupils and 48 Grade VI Sampaguita pupils of the Alfonso Central School from SY 2018-2019. A 10-item test measuring their learning competencies within the second grading period was used to assess the pupils' analytical and comprehension skills.

RESULTS

Compared results of the pretest and posttest reveal that there is a 10% increase on the computed mean. This means that with the application of the Intervention program Making Math Fun and Fruitful, the pupils' comprehension increased. There is a significant relationship in the reading comprehension of the pupils and their computation and solving problem skills.

DISCUSSIONS

This study implied that reading comprehension and the problem-solving skills of pupils are correlated. The more they develop better reading comprehension, the more they develop better problem-solving skills. A more in-depth study is further recommended to cover the aspects not found in this study.

KEYWORDS: Variable 1: Problem-solving skills 2. Reading comprehension

SUBMISSION ID: R04A-CAVTP-0536

An Action Research on the Effectiveness of Reading Intervention Strategies for 58 Grade Two Pupils who are in the Frustration Level in Reading

Leny Bool, Department of Education - Batangas City

Abstract

INTRODUCTION

With so many struggling readers facing various reading difficulties, it is imperative that teachers not only identify them but also know the best reading intervention practices for them. As an educator, the teacher-researcher was motivated to conduct this action research on the effectiveness of reading intervention strategies on 58 grade two pupils at the frustration level. She also wanted to know the effects of these strategies on the reading performance of the pupils from the results of pre-test in Phil-IRI, pre-assessment, pre-evaluation, and post evaluation.

METHODS

The administering of pre-test of Phil-IRI showed that the Grade Two population has the most number of pupils in the frustration level among all the pupils from grades two to six in the school. This has led to the conduction of different reading intervention activities after their regular classes. A certain project called Project PrOsPER (Providing Opportunities for Pupils to Excel in Reading) came out.

RESULTS

The Grade Two population got the most number of pupils at the frustration level. Out of 100 pupils tested, 58 or 58% of them cannot read with speed and comprehension. The result of pre-assessment was done to group the pupils according to their level in reading. Results show that section II- Acacia obtained the highest number of pupils, 25 or 52% of 48 pupils, in the frustration level. There are 10 pupils or 17% who are at the instructional level. This explains that some pupils can read but cannot comprehend. This assessment led to the launch of Project PrOsPER (Providing Opportunities for Pupils to Excel in Reading). 48 pupils were in the frustration level, After the reading intervention performed by the teacher, this has decreased to 26 or 45%. 10 pupils who were in the instructional level in the pre-assessment increased into 20 or 34%. Now, there are 12 pupils or 21% of the class at the independent level. These proved that the different reading intervention strategies performed by the teachers have a great effect on the reading progress of the pupils.

DISCUSSIONS

Early identification of at-risk pupils seems to be an essential part of the intervention process. The research results showed that many pupils are still struggling with reading. Project PrOsPER has been a huge support in helping the pupils, as well as the teachers, incorporate different strategies to obtain their objective. Positive effects were seen from providing pupils with reading intervention. Early intervention is proven beneficial.

KEYWORDS: reading intervention, strategies

SUBMISSION ID: R04A-BATANC-0218

**An Action Research on the Reading Performance of Grade Six Pupils of
Calubcob Primary School, School Year 2017- 2018**

Marissa Ogues, Department of Education

Abstract

INTRODUCTION

Reading is a subtle but complex process that involves different stages. Knowing this, it is imperative that teachers should have knowledge of these processes to help them detect the weaknesses and help pupils advance in the field of reading. The study was conducted to gain facts for improving the reading performance of the pupils. By knowing the pupil's weaknesses and strengths, the outcomes would be the basis of the teacher for improving the reading performance for the coming year.

METHODS

For oral reading, the researcher selected three passages: one passage from a Grade V book, another from their level (Grade VI) and another from a Grade VII book. These passages were complete in themselves. They had a beginning and end. The researcher prepared these passages in a bigger manuscript for pupils to read. For silent reading, a stopwatch was used to find the pupils' reading rates. Symbols too were used to rate the pupil's common oral reading errors or difficulties. Comprehension questions were asked after each reading material. All data were tabulated.

RESULTS

Seventy-three grade six pupils were participants in the study and it was revealed that: 1) The oral reading performance of the Grade VI pupils on the Grade V level passage was independent. For the Grade six level passage, the pupils belonged to the instructional level. As for Grade VII level passage, the performance was instructional. 2) For the reading comprehension performance of the Grade VI pupils, the silent reading performance was instructional. 3) For the oral reading speed, the pupils had a standard time and speed on account that a few were slow readers. 4) For the errors committed by the pupils, they were in the following order based on their frequency: mispronunciation, ignoring punctuation, hesitation, number of words, gasper expression, and omission.

DISCUSSIONS

The results show the need for teachers to give reading intervention for slow readers by identifying their reading deficiencies, to find time for individualized instruction and remedial reading, to provide more instructional materials, to use different reading strategies and to continue assessing the pupils' reading abilities.

KEYWORDS: reading, performance, Calubcob Primary School

SUBMISSION ID: R04A-CAVITP-0455

An Analysis of Grammatical and Lexical Errors of Grade 12 Students on their Narratives

Jeny Sonio & Mark Profeta, Department of Education - Cavite

Abstract

INTRODUCTION

Writing, as one of the macro skills in language, is a helpful tool in expressing one's thoughts and feelings. However, a student's performance in writing could be considered insufficient and incompetent. Hence, this study is conducted. This paper investigated the most common lexical and grammatical errors of G12 students on their narratives from their Work Immersion. It employed both the qualitative and quantitative method of research.

METHODS

The narratives were gathered from different areas of specialization in Tanza National Trade School. These narratives include those in academic and technical-vocational and livelihood track. Then, the researchers examined errors in a corpus of 50 narrative essays of the students. The participants were purposively selected because they possessed the characteristics needed by the researcher. After identifying the errors, the researchers did the coding of the errors committed by the students to identify the categories where these errors mostly fall. Furthermore, it examined possible causes of these errors and discussed its implications to language learning and teaching.

RESULTS

They classified these errors into categories: tenses of the verb, subject and verb agreement, punctuation marks, spelling, and preposition. These errors were clearly observed from the narratives.

DISCUSSIONS

Among the errors made by Grade 12 students on their narratives, it is very prevalent that most of the students failed to observe the correct use of tenses since these narratives tell the stories of the past experiences. Thus, this study seeks for actions and interventions of language teachers to strengthen the knowledge of the students in English, especially in writing.

KEYWORDS: lexical errors, grammatical cohesion, writing

SUBMISSION ID: R04A-CAVITP-0558

An Analysis of Misbehaviors Committed by the Students in Pedro A. Paterno National High School

Mariclaire B. Fajutagana, Catherine H. Laco, & Maribel A. Dechoso

Abstract

INTRODUCTION

Misbehavior is a deliberate action. Contrary to adult rules, a child fully understands those rules and has the capacity to obey them mentally, emotionally and physically. Misbehavior causes disturbances in the classroom and makes it difficult for students to enjoy the educational process. The four possible motives for misbehavior are seeking attention, desire for power, looking for revenge and lack of self-confidence. In addition to these causes, there are other factors that may result in a student's refusal to act appropriately. They are physiological factors, classroom environment, and problems with the curriculum. This study is intended to analyze the observable behavior of the students.

METHODS

This study utilized the descriptive method of research using a questionnaire in gathering the necessary data. The descriptive method is noted as a reasonable way for the study of the Misbehaviors Committed by the Students in Pedro A. Paterno National High School. The researchers secured permission from the principal to conduct a thorough study of their research. Upon acquiring permission, the questionnaires were answered by the teachers as the respondents.

RESULTS

The result of the study showed that students chatting with their seatmates is the most common behavior observed. In addition, students committed misbehavior due to the influence of their friends. The best effect of misbehavior is the low performance of the students. It has also been found out that the best way to manage misbehavior is the integration of good manners and right conduct. The least utilized strategies are setting classroom rules and expectation and communicating with the parents regularly. Supporting school programs and activities is the best way to help solve the student's misbehavior.

DISCUSSIONS

In this study, the researchers concluded that the most common factor that leads to the misbehavior of the students is their financial problems and family status. They also concluded that the teaching-learning process is affected by misbehavior as manifested in the low performance of the students as well as the class interruption and unfinished lessons due to the lack of time. They recommended that teachers should apply and use techniques suitable to the knowledge of the students. Injecting good manners and right conduct in lessons is also a great help in managing students' misbehavior.

KEYWORDS: misbehavior, student, parents, community, school, classroom environment, behavior, good manners, activities, low performance

SUBMISSION ID: R04A-BATANP-0598

**An Analysis of Oral Communication Skills of Grade V Students of
Castillo. Elementary School: Basis of Instructional. Innovation**

Elizabeth Joy Atenciana, Glory Ann B. Cornejo, & Judy Ann Z. Perez,
Department of Education

Abstract

INTRODUCTION

Written and oral skills are equally important for humans to communicate effectively. In this study, we conducted this exploratory analysis to identify the difficulties of students in oral communication. We diagnosed the reasons why oral communication is the Waterloo of most students. We are more than willing to develop holistic learners who manifest excellent communication skills, competence, confidence, and all other virtues expected of an individual through instructional innovation that is to be utilized based on the result of this study.

METHODS

To examine the oral communication skills of the participants, we assigned a grade level reading text to them. They were asked to read and study the given short story overnight. The next day, they were tasked to discuss the story they read orally. A rubric was designed to assess the oral presentation of students. After the presentation, a set of survey-questionnaires was distributed to them. The survey questionnaire used a 5-point Likert scale which contained items about the factors that may affect their oral communication skills. The researchers also conducted a focused group discussion with the participants to support their personal analysis of the results of the survey.

RESULTS

Results showed that out of the 36 grade-five participants, there were 24 students who explained their ideas and information from the read text that got a below standard mark. 8 students were approaching the standard mark and only 4 students were at the standard category. Results also reflected the struggle of students in the organization of ideas. Assessment of the oral communication skills of Grade five learners attested that more than two-thirds ($2/3$) of the participants really need expanded opportunities to develop their oral communication skills.

DISCUSSIONS

The result exhibited that student factors predict their level of communication skills. If the students are too shy to speak in front of the class or ask questions when they have difficulties, or when they find conversing in English awkward, or when they have limited vocabulary and poor sentence construction, it is expected that their level of oral communication in any assessment medium is most likely to have low results. Teachers also played a very important role in the development and enhancement of students' oral communication skills. They have to consider their methodologies and they should also take time to provide assessment tasks that would develop holistic life-long learners.

KEYWORDS: oral. communication, instructional innovation

SUBMISSION ID: R04A-BATANP-0903

An Analysis of Parents' Lack of Participation in School Activities

Ian Cyrill Bernales & Luisa M. Pendon, BRAVE

Abstract

INTRODUCTION

Parents' involvement in a child's education is consistently found to have a positive association with a child's academic performance. However, there has been a little investigation of the mechanisms that explain this association. The present study examines two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student-teacher relationship. A multiple mediation model indicated that a child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between the parent's involvement and the teacher ratings of the child's classroom academic performance.

METHODS

The descriptive method of research was used with questionnaires as the main instrument for gathering the needed data. On the other hand, frequency and percentage were used in data analysis.

RESULTS

Respondents stated that their main reason for not attending school activities is because they are busy with work. They also said that for parents to attend school activities, continuous motivation must be given. Respondents believed that their children will develop a lack of interest in studying if they do not attend school activities. Meanwhile, half of the respondents agreed that a harmonious relationship between them and the teachers will develop if the former will participate in school activities. On the other hand, majority of the respondents agreed that their lack of participation in school activities will lead to their children's' poor academic performance.

DISCUSSIONS

This study is about the effects of the parent's non- involvement in school activities with the academic performance of the learners and the strategies that must be used to motivate and make parents attend school activities.

The objective of this study is to identify the reasons why parents do not attend school activities and its impact to their children. The descriptive method was used to clearly show the reasons why parents lack participation in school activities.

KEYWORDS: Parents' Lack of Participation

SUBMISSION ID: R04A-BATANP-1684

**An Analysis of Poor Study Habits among Grade IV Ylang Ylang Pupils
in Malaruhatan Elementary School, Malaruhatan, Lian, Batangas**

Dulce Amor D. Sanchez, Master Teacher I

(Adviser: Dulce Amor Sanchez)

Abstract

INTRODUCTION

It has long been recognized that, in the process of learning, the study habits of the student play an important role in their academic performance. Learning is reflected in the way a student responds to his/her environment, to social, emotional and physical stimuli, and how he/she understands new information. This study aimed to analyze the poor study habits among Grade Four Ylang- Ylang pupils of Malaruhatan Elementary School, Malaruhatan, Lian, Batangas

METHODS

This study employed a descriptive method design. The researcher used this to determine the causes for the pupils' poor study habits and how poor study habits affect the pupils of the Grade Four Ylang Ylang class. Forty-two pupils responded to a set of questions.

RESULTS

The respondents revealed that the family plays a vital part in the study life of a pupil. It is followed by the influenced of friends and, lastly, by their peers. Too much use of gadgets is the main reason for poor study habits among the pupils. Having a bad environment, no time for studies and laziness are some of the other reasons. Informing the parents about their pupil's performance is the first step to solving this problem so that the parents may guide and help their children improve in their studies.

DISCUSSIONS

The results help the parents, students, and the teacher lessen or avoid the use of gadgets during weekdays. The study can improve the pupils' studies, making them aware of ways to combat their poor study habits. The teachers will be conscious of the strategies and approaches for improving the study habits of the pupils. The parents should accompany their children with their studies. The findings of this study will be beneficial to teachers because it will guide them in monitoring their pupils regarding their poor study habits. To the School Heads, this study will be an eye-opener for them and will help them apply strict school rules on the development of their performance. As for the Parents, the study will give them knowledge and more awareness of the reasons for their children's poor study habits.

KEYWORDS: study habit, gadgets, academic performance

SUBMISSION ID: R04A-BATANC-0542

An Analysis on How Technology Affects Study Habits of Grade 9 - Diamond Students of WTMNHS, 2017-2018

Michelle Carsocho, Department of Education

Abstract

INTRODUCTION

Being tagged as 21st-century learners, students nowadays show too much awareness and exposure to technology. As a matter of fact, technology plays a vital role in the teaching-learning process in catching the attention of these learners inside or even outside the classroom. As a result, teachers who are not that inclined to technology must find the extra time and effort to learn about it.

The use of technologically-enhanced gadgets in the teaching-learning process is dubbed as ICT (Information Communication Technology) integration. This study aims to analyze how technology affects the study habits of Grade 9-Diamond in Wenceslao Trinidad Memorial National High School for the school year 2017-2018. This will further recognize the perceptions of the said students towards the effectivity of their technologically-enhanced gadgets in promoting better study habits.

METHODS

The respondents of the study are 50 Grade 9-Diamond students asked personally by the researcher for a well-guided response in a group discussion.

RESULTS

The students use the technologically-enhanced gadgets such as cellphones, laptops, computers/desktops, tablets, and television. The sites that they usually browse are: Google, g-mail, browser, opera mini, Yahoo and Mozilla Firefox. The applications installed in those gadgets that they usually visit and use for searching details of their assignments, projects, activities, and other related outputs are: 1) Merriam dictionary, 2) Filipino dictionary, 3) youtube, 4) Photo Math, 5) Scientific calculator, 6) Jose Rizal, WPS (for saving and retrieving documents, specifically in word, excel and PDF formats), 7) power director, viva video, FilMorago (for making and editing videos), 8) roller coaster, word search, mobile legends, wordscapes, the Necro Mancer, candy crush and NBA (for gaming purposes).

DISCUSSIONS

Learners nowadays are really fond and interested in gadgets. These gadgets can be used for educational purposes, even for entertainment. As an educational tool, there are different websites and applications that they can install, browse and use as references for their assignments, outputs and/or activities. But, there were times that these gadgets become destructive, with the fact that they use these gadgets more often than books and other educational references. In that case, instead of developing better study habits, gadgets lead to poorer study habits.

KEYWORDS: Technologically-enhanced gadgets, Teaching - learning process, Social media, Study habits, Applications/Mobile Applications, Upload

SUBMISSION ID: R04A-BATANP-1024

An Analysis on the Effects of Fraternities and Sororities to High School Students of Pedro A. Paterno National High School in their Class Performance

Mary Jane Magpile

Abstract

INTRODUCTION

Fraternities and Sororities are social organizations found in high school and colleges. They are also defined as a group of people uniting for common interests, activity, and purpose. Even if the membership in a fraternity or sorority is obtained while a student is still in his/her undergraduate degree, his/her ties continue with the group for life.

METHODS

The study used the descriptive design of research to answer specific questions regarding fraternities and sororities. The study used descriptive-correlation research design. Descriptive research involves the collection of data to test a hypothesis or to answer questions concerning the current status of the subject of the study. This design was used since the study aims to describe the students' performance and attitudes towards fraternities and sororities.

RESULTS

Teachers should monitor their students more closely and give more group activities to lessen their aloofness. Priming and motivational activities should be given more focus to enhance the interest of the learner. The school and teachers must provide awareness to each student regarding the proper selection of organization, clubs, etc. Counseling and proper guidance must be prioritized. A similar study may be conducted using an experimental method to test reliability and validity.

DISCUSSIONS

It is concluded that the effects of school fraternities and sororities to the class performance of students were identified. Based on the findings, the study habits of those students involved in fraternities and sororities were affected by two factors: hyperactivity and lack of eagerness to learn. Students involved in fraternities and sororities resorted to doing bad things because they are influenced and commanded by their co-members and superiors.

KEYWORDS: FRATERNITY SORORITY ANALYSIS EFFECTS PERFORMANCE

SUBMISSION ID: R04A-BATANP-0473

**An Analysis of the Factors that Affects the Choice of Grade 10 Students
of Cavite National Science High School on the Academic Tracks for
Senior High School**

Kiev Albarico, CNSHS

Abstract

INTRODUCTION

Education of the citizenry is considered as one of the most important elements in nation-building. For this reason, the Philippine government, thru Congress, decided to improve the curriculum being implemented by the Department of Education from 10 years of basic education to 12 years in 2012. By adding two more years of basic education, it created the Senior High School program under the Republic Act 10533 or the "Enhanced Basic Education Act of 2013" or, simply, the K to 12 program (Sec. 4, RA 10533).

METHODS

This research utilized the quantitative design method in gathering and analyzing data. As the researcher intended to gather relatively limited data from a relatively large number of cases, this method involves determining information about variables rather than about individuals. The researcher also used the descriptive research method in identifying the purpose of the research as it describes the nature of a situation as it exists at the time of the study and as it explores the causes of a particular event (Sevilla, et al., 1992).

RESULTS

Based on the results of the survey conducted, the CNSHS grade 10 students are well aware of the K-12 program of the government. Out of the 60 respondents that answered the survey, all answered yes and that they are aware of the K-12 program of the government. On the factors that influenced their choice for the academic track/strand they are going to take in senior high school, the answers are varied among the four sections of grade 10. The study also included the possible career pathways of students in the strands/tracks that they are about to choose upon enrolling in senior high school.

DISCUSSIONS

Most of the grade 10 students of CNSHS are geared towards enrolling for academic strands with STEM as their track. Based on the survey, the majority of the students will take engineering and medical science-related courses as they go to college. Furthermore, the study has concluded that the Grade 10 students of CNSHS are on the right choice of academic strand and tracks for senior high school since they wanted to take math- and science-based courses in college.

KEYWORDS: Academic strands, Career pathways, Curriculum, Enhanced Basic Education Act of 2013, Kinder to 12 (K to 12), Learners, Medical science, Peer

SUBMISSION ID: R04A-CAVITP-0387

An Analysis on the Status of the Ictn Integration Level: Basis for a Strategic Technology Plan in the Division of Lipa City

Lorna Medrano, Department of Education

Abstract

INTRODUCTION

Technology plays such an essential role in today's society. Using information and communication technology (ICT) in the teaching-learning process equips learners with the basic and sophisticated skills needed to compete globally. As part of the Division's mission to make all schools perform with higher learning and to prepare students for global competitiveness, the need for ICT integration in the curriculum must be given primordial consideration. The researcher believes that there is a need to analyze the status of the ICT integration level in the classroom. The results of this study shall serve as the basis for a technology plan in the Division of Lipa City.

METHODS

This study utilized the descriptive research method. The main data gathering instrument used in this study was the questionnaire. Gathering the data using the Survey Questionnaire was done online with the support of the Learning Resource Management, the Development System In-charge, and the Information Technology Officer of the Division. For the in-depth analysis of the data, frequency, percentage and weighted mean were used.

RESULTS

The findings revealed that teachers occasionally use technology to supplement instructions. In terms of infrastructure, classroom technology, and technical support fall under the early tech stage or Level 1. The learners revealed that they acquire knowledge on using the computer through self-discovery. They could operate and manipulate computers even without other people to guide them. On the part of the public schools, the data also revealed that there were computer training undertaken in the schools, but such training were not enough. Majority of the teachers belonged to developing tech level of progress especially in the use of technology applications and in providing web-based learning activities or computer-aided instructional software.

DISCUSSIONS

Due to the belief that students are familiar with technology and they will learn better in a technology-based environment, ICT integration in schools, specifically in the classroom, is vital. Indeed, the use of technology in education contributes a lot in the pedagogical aspects. The application of ICT will lead to effective learning with the help and support from ICT elements and components. Enhancing meaningful learning by integrating technology into the instructional design is central in the delivery of the basic curriculum for the 21st Century. A strategic technological plan which includes setting up 21st-century classrooms could make a great difference for 21st-century learners.

KEYWORDS: ICT, integration, technology, classroom, learning, strategic plan, 21st century

SUBMISSION ID: R04A-LIPAC1-0165

An Analytical Study on the Misbehaviors Committed by Grade V Pupils in Nasugbu East Central School

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Department of Education - Nasugbu East District

Abstract

INTRODUCTION

This study is focused on the misbehaviors committed by the Grade V pupils in Nasugbu East Central School - a common problem encountered by teachers inside the classroom. Most of the time, this hampers the smooth flow of the teaching and learning process. This complex and troubling issue needs to be carefully understood by the parents, teachers, and other adults. Children as young as elementary levels can show disruptive behavior. Though parents and other adults with children displaying such behavior were alarmed, they often hope that the young child will "grow out of it." Disruptive behavior can have negative effects on not only the classroom environment but also on the school experience as a whole.

METHODS

This study utilized the descriptive method of research using the questionnaire in gathering the necessary data. The respondents of the study were three (3) teachers from Grade V of Nasugbu East Central School. The researchers prepared a survey questionnaire from the statement of the problem. The questionnaire was checked and validated under the supervision of the Resource Speaker. They secured permission from the Principal of Nasugbu East Central School for conducting a thorough study on their researches, then the questionnaires were answered with teachers as respondents.

RESULTS

Out of the three respondents, 2 or 66.67% stated that the lack of interest in the lesson is the observable cause of misbehavior among Grade IV pupils. 1 or 33.33% stated seeking attention as a reason. None of the respondents stated the poor classroom environment. They also stated that misbehavior interrupts the flow of discussion as some pupils could not focus on the lesson. Checking misbehaviors is also time-consuming on the part of the teacher. Being talkative to seatmates is the most observed misbehavior done by the pupils.

DISCUSSIONS

The results suggest that the teachers should apply and use techniques suitable to the knowledge of the pupils. They must also remind the pupils of the significance of values and ethics and they should also talk regularly with the parents. The teacher may also apply the Program AKAY or Applying Kindness Among the Youth as one of the best interventions to lessen misbehavior among the pupils.

This study is expected to have implications for other schools. It serves as an eye-opener, a reference, and a guide for them to follow.

KEYWORDS: misbehavior, hampers, troubling issues, intervention

SUBMISSION ID: R04A-BATANP-1932

An Assessment of Grade IV Pupils' Needs: Basis for the Cooperative Learning at Saimsim Elementary School

Dorie Dimaculangan

Abstract

INTRODUCTION

Cooperative learning is a successful teaching strategy where small teams, with students from different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping his/her teammates learn, thus, creating an atmosphere of achievement. Using cooperative learning, students practiced and developed social skills needed to successfully accomplish given tasks and projects. It encourages group interaction with assigned roles as each member shares responsibility for the group and the work produced. The researcher believes that pupils working together in small groups can master the material presented by the teacher better than the pupils working on their own. It encourages pupils to help and support their peers in the group rather than compete against them. It also boosts the achievement of pupils on all ability levels. The primary aim of this research is to identify the Grade IV pupils' need for human relationships in the learning process so that the Grade IV teachers may use the cooperative learning strategy effectively.

METHODS

The descriptive-analytic research design was adopted in this study to determine the students' needs for the improvement of the instructional program of the school. The purpose of which is to provide the needed data as a basis. The method called for the data gathering was the questionnaire. This was supplemented by the interviews and observation for a more meaningful interpretation of the findings.

RESULTS

Based on the assessment and observations of the teachers of the needs of the Grade IV pupils in the learning process, cooperative learning is preferred by the pupils. In human relations, this study indicates that most of the pupils have positive attitudes about themselves. Interviews made to 7 pupils revealed that in the needs in the learning process of Grade IV pupils, they highly value the role of their teachers in the learning process. The cooperative process of learning is preferred by students and the teacher can use this to help them achieve more. To carry out cooperative learning successfully, the group must have a purpose. Also, all the students in the group should undertake the responsibility to achieve the aim of the group.

DISCUSSIONS

The results demonstrate that the new teaching strategies and techniques based on the pupils' needs, interest and experiences should be implemented. Through cooperative learning, teamwork can be developed successfully in heterogeneous groups. Pupils working in a team can attain mastery of their lesson and increase their ability to work effectively with others. The main aim of cooperative learning is to instill the mentality of working together. In this approach, students should combine their efforts because the essence of this approach is "either we swim together or we sink together".

KEYWORDS: doriemaculangan

SUBMISSION ID: R04A-BATANP-1004

**An Assessment of Parents Practices in Elementary Science Competition
for an Enhanced Science Training Program in Taywanak Elementary
School to Improve the Science Education**

Ana Fe Ronario, Department of Education

Abstract

INTRODUCTION

This present study was intended to assess the parents' practices in an elementary science competition for an enhanced science training program. This study was conducted at Taywanak Elementary School.

METHODS

The research focused on forty parents of grades three to six pupils. The instrument used to collect data was a questionnaire consisting of two parts. Part 1 was the parent personal information: age, highest educational attainment, economic status and the competition participated by the children. Part 2 was the provision of parental support to the contestants in the science competition and this was organized under two categories: the attitudes of parents and the provision of materials at home which could enhance the learning of the children in science. The data collected were analyzed using simple percentage and weighted mean.

RESULTS

The results showed that the parents' best practices (attitudes of parents) contribute to the children's success in school competitions and that they were classified as always practiced (80.00%), mostly practiced (12.5%), moderately practiced (6.43%), rarely practiced (0.71%) and never practiced (.36%). For the provision of learning materials at home which could enhance the learning of the children specifically in science, they were always provided (48.5%), mostly provided (17.5%), moderately provided (17.0%), rarely provided (8.5%) and never provided (8.5%).

DISCUSSIONS

The study concluded that parents' practices in an elementary science competition for an enhanced science training program have a significant effect in improving science education in Taywanak Elementary School.

KEYWORDS: parents' practices

SUBMISSION ID: R04A-CAVITP-0789

**An Assessment of Parents Practices in Elementary Science Competition
for an Enhanced Science Training Program to Improve Science
Education in Buck Estate Elementary School**

Evelyn Peji

Abstract

INTRODUCTION

This present study intended to assess the parents' practices in elementary science competition aimed at developing an enhanced science training program that will improve science education. This study was conducted at Buck Estate Elementary School. The research focused on forty parents of grades three to six pupils.

METHODS

The instrument used to collect data was a questionnaire consisting of two parts. Part 1 was the parent personal information: age, highest educational attainment, economic status and the competition participated by the children. The part 2 was the provisions of parental support to the contestants in the science competition and it was organized in two categories: the attitudes of parents and the provision of materials at home which could enhance the learning of the children specifically in science. The data collected were analyzed using simple percentage and weighted mean.

RESULTS

The results showed that the parents' best practices (attitudes of parents) could contribute to children success in school competitions and they were classified as always practiced (80.00%), mostly practiced (12.5%), moderately practiced (6.43%), rarely practiced (0.71%) and never practiced (.36%). For the provision of learning materials at home which could enhance the learning of the children specifically in science, the responses were classified as always provided (48.5%), mostly provided (17.5 %), moderately provided (17.0%), rarely provided (8.5%) and never provided (8.5%).

DISCUSSIONS

The study concluded that the parents' practices in an elementary science competition for an enhanced science training program have a significant effect in improving science education in Buck Estate Elementary School.

KEYWORDS: training program

SUBMISSION ID: R04A-CAVITP-1230

An Assessment of Technology and Livelihood Education Major in Cosmetology at Bauan Technical High School (SY 2018-2019)

Marivel San Juan, Bauan Technical High School

Abstract

INTRODUCTION

"Cosmetology is the study and application of beauty treatments" (Florida Vocational Schools, 2011). Cosmetology careers often lead to hairdressers and hairstylists paths. When taken seriously and achieved with a diploma, however, the path leads to a wider range of careers involving skin care, hair care, treatments, and the likes.

A cosmetology career does not only involve skills in applying beauty treatments and creativity. It encompasses a set of skills built in communication, service, paying attention to small details, and ability to sit or stand for a long period of time. Individuals interested in taking cosmetology must be people-persons and are able to discuss the customers' likes and dislikes. It is also important that they not only rely on the customers' decisions but must also recommend what they think will be the most suitable for them.

Cosmetology professionals around the globe often end up in salons, spas, barber shops, hotels, resorts, and other locations where people look for relaxation. These people generate income and establish their names by word-of-mouth and other promotions. They are also able to practice, apply, and develop their skills and creative inputs.

METHODS

The data for this research will be gathered with the use of survey forms. Students will be asked to answer forms after attending cosmetology seminars and programs to record their impact on the interests of the students. Survey forms will be collated and tabulated against the number of enrollees for the course in the coming years after the implementation of the program. The enrolment population will be recorded. The head of the school must be informed of the analysis as well as the parents and the students themselves.

RESULTS

Programs and seminars about cosmetology are seen as effective ways for properly introducing the course to the students. The gender-bound nature of the course is also seen as a hindrance in increasing the number of enrollees. The proper discussion of the scopes of the course is a great solution to this. Fundraising activities and solicitations may ease the limitations in the resources needed in the course. This will encourage more students to take the major due to lots of hands-on activities.

DISCUSSIONS

The result shows that if the importance and scope of this course were properly introduced and both parents and students, the increasing number taken this course were properly achieved.

KEYWORDS: Assessment, Resources, Genderbound, skills

SUBMISSION ID: R04A-BATANC-0518

**An Assessment of the Disaster and Risk Reduction Management
Practices of the Public Secondary Schools in the Division of City of
Santa Rosa**

Erist Capul, Southville IV National High School

Abstract

INTRODUCTION

Schools, as the second home of the students, are now empowered in the implementation of disaster risk reduction management. They are now responsible for training the students in preparing for whatever disasters that may come and applying all the things taught by the NDRRMC volunteers. Hence, this study will assess the implementation of the DRRM practices in secondary public schools in the SDO of Santa Rosa City.

METHODS

The goal of this study is to assess the implementation of the DRRM program in public secondary schools in the Division of Santa Rosa. This was done through a survey instrument based on the guidelines of the Department of Education Order No. 48 series of 2012 or also known as the Quarterly Conduct of the National School-Based Earthquake and Fire Drills and the checklist of the Manual of Disaster Prevention for Schools Guidance for Education Sector Decision Makers in 2008.

RESULTS

The study revealed that there is the extensive implementation of the DRRM program with 3.53 as its grand weighted mean on assessment and planning. There was an adequate implementation when it comes to physical and environmental protection with the grand weighted mean of 3.24 while there was an extensive implementation on the responsive capacity with a grand weighted mean of 4.12. The study also indicated that there were problems encountered during the implementation of the drills such as drill participants not bringing any first aid kit or any item noticeable during the evacuation phase; the evacuation area not being big enough to accommodate the evacuees; the designated meeting areas were not located at a safe distance from the building; the procedures for handicapped students were not being addressed; and the equipment did not function properly.

DISCUSSIONS

Based on the results, the Public secondary schools in the division of the City of Santa Rosa, Laguna have an extensive implementation on the aspects of Assessment and Planning. They have an adequate implementation on the aspects of Physical and Environmental Protection and they have an extensive implementation on the aspect of Response Capacity of the DRRM Program. The study found out the following areas which of improvement: drill participants did not bring any first aid kit or any item noticeable during the evacuation phase; the evacuation area is not big enough to accommodate the evacuees; the designated meeting areas were not located at safe distance from the building; the procedures for handicapped students are not being addressed; and the equipment did not function properly.

KEYWORDS: disaster, DRRM, assessment, public secondary

SUBMISSION ID: R04A-STAROS-0017

An Assessment of the ICT Readiness of Bulacnin National High School

Angelica Olaso, Bulacnin Integrated National High School

Abstract

INTRODUCTION

The K to 12 Curriculum adopted in the Philippine Educational System dictates the formation of 21st-century skills among the so-called millennial learners. In particular, this includes learning and innovation skills, information, media and technology skills, communication skills, and life and career skills. These are intertwining skills that can be learned best in a student-centered classroom where ICT or information and communication technology integration is nurtured. At the same time, it is undeniable that our 21st-century learners demand a learning environment that can sustain their virtual calling for a more fast-paced, high-tech and intuitive learning experience. This study was undertaken to closely examine the readiness of Bulacnin National High School for a full ICT implementation in all of its classrooms.

METHODS

The study is a quantitative one. It made use of a survey questionnaire crafted by the researcher to gather pertinent data and information. Specifically, the research tool will assess the school's readiness in terms of 1) facilities and equipment; 2) internet connectivity, 3) budget allocation, 4) development plan, and 5) teachers' skills. All teachers and ICT personnel of Bulacnin NHS were considered the respondents of the study. In addition, the ICT profile of the school was also assessed by examining the available facilities, equipment, and tools related to ICT. Data gathered from the research tool were then subjected to simple statistical treatment like Mean and T-Test.

RESULTS

Based on the analysis of the school's ICT profile and the survey results, it was revealed that the school is ready for ICT implementation in terms of facilities and equipment, its development plan, its teachers' skills and their willingness to integrate ICT. When it comes to internet connectivity, results concluded that the school's readiness is still undecided. Furthermore, in budget allocation, the school's readiness is also undecided. In summary, all respondents agree that Bulacnin National High School is ready to integrate ICT in their classrooms.

DISCUSSIONS

In the final analysis, the investigation revealed that Bulacnin National High School is ready to integrate ICT in its classroom. However, there is still a need to improve its budget allocation for purchasing equipment and in maintaining these equipment and facilities. There is also a need to institute a clear and realistic development plan for a full ICT integration.

KEYWORDS: ICT, ICT readiness

SUBMISSION ID: R04A-LIPAC1-0154

**An Assessment of the Learning Styles of Students in Pulo ni Sara
National High School, Cavite**

Kenneth Lyn Linezo, Department of Education

Abstract

INTRODUCTION

Classroom teachers and educators are aware that each student learns differently. The thought of identifying each student's learning style may seem impossible and time-consuming. However, with the right instrument that is quick and effective, the process will be much more approachable. This study was conducted to provide teachers with information regarding the learning styles of their students and, at the same time, give students ideas about the learning style where they will excel and those where they will need more practice or development.

METHODS

The researcher used the descriptive method of research is designed to gather information about present existing conditions needed in the study. Forty (40) students were the respondents and included all the grade level and sections in the school for the school year 2015- 2016.

RESULTS

Based on the results of the study, the lowest weighted mean under visual learning style is 2.65 and is labeled as SOMETIMES. This indicates that music or background noise is a distractor. The lowest weighted mean under auditory learning style is 2.53 and is labeled as SOMETIMES. This indicates that writing has been found to be difficult for these students. The lowest weighted mean under tactile/kinesthetic learning style is 2.65 which is labeled as SOMETIMES. This indicates that students least prefer using the trial-and-error approach to problem-solving.

DISCUSSIONS

As a result, music or background noise distracts the student's attention from their tasks. It has been recommended that the school or barangay must propose and implement a memorandum or law that will lessen or remove the noise inside/outside the school and the classroom. The findings also revealed that writing is difficult for students. It is therefore recommended that the students themselves must exert more effort in enhancing their writing skills and teachers must give more practice exercises and activities that will enhance the student's skills in writing. Lastly, the school can organize training or program concerning a student's writing skills. Finally, the students least prefer to use the trial-and-error approach in problem-solving. It is, therefore, recommended that the school must organize a program or workshop that will train the students in developing their capacity in using the trial-and-error approach in problem-solving.

KEYWORDS: learning styles

SUBMISSION ID: R04A-CAVITP-0801

An Assessment of the Level of Awareness on the Philippine Professional Standards for Teachers (PPST) among the Educators in Bulacnin Integrated National High School

Harold Matibag, Bulacnin Integrated National High School

Abstract

INTRODUCTION

The Department of Education (Department of Education), through the Teacher Education Council (TEC), issued the Department of Education Order entitled, "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)". An assessment of the level of awareness in PPST is deemed important to develop possible ways of addressing the identified issues.

METHODS

Respondents of this study were teachers from Bulacnin Integrated National High School. A survey questionnaire was constructed and validated to quantify their views. Forty educators participated in this research. The survey questionnaires were distributed, gathered, tabulated and analyzed.

RESULTS

The results indicated that majority of the respondents are young adults, females, and attained bachelor's degrees. In addition, the majority of them are somewhat aware of the adoption, implementation, and content of the PPST.

DISCUSSIONS

A proposed action plan was conceptualized to improve the respondents' awareness of PPST.

KEYWORDS: awareness of PPST

SUBMISSION ID: R04A-LIPAC1-0048

An Assessment of the Reading Comprehension Level of Grade IV Pupils in Payapa Elementary School Basis for Intervention

Zaragosa Manalo, PPSTA

Abstract

INTRODUCTION

Reading is one of the most important tools in learning. It enables one to ponder the mysteries of the world, explore accumulated knowledge and contemplate the unknown. Skill in reading is a fundamental factor, a must, and a need, for enabling and improving a child's success. Likewise, it is in school that a child is expected to learn how to read. This tremendous task is entrusted to the teacher and he/she gives emphasis to reading especially on comprehension. Teachers of slow readers complain and say that the greatest cause of failure in elementary is the inability of the children to develop reading proficiency. Reading comprehension, being the manifestation of learning, is a weapon of pupils for their journey in school and in adult life. For most learners, it is the most important skill to master to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning.

METHODS

The researcher used the descriptive method of research. The participants/respondents were Grades IV pupils of Payapa Elementary School in the school year 2017-2018. The said pupils are comprised of 56 males and 46 females with a total of 102 pupils. Questionnaires are distributed after the post-test was administered to the students. The purpose of this study was to see the students' opinion and their feeling when reading a text of a certain material.

RESULTS

The reading comprehension level of the pupils is poor since 25 % of the pupils are under very slow level. An intervention program was made to improve the reading comprehension level of Grade IV pupils.

DISCUSSIONS

Through the Oral Reading Test Result, the researcher found out that out of the 102 pupils, 9 % of the pupils fell under the very slow reader category, 16 % of the pupils were under the slow reader category, 58% of the pupils fell under the average reader category, and 17 % were under the fast reader category. The reading comprehension level of the pupils is poor since 25 % of the pupils are under a very slow level. The result of the study became the basis for crafting an Intervention Program which aims to improve the reading comprehension level of the Grade IV pupils.

KEYWORDS: Assessment, reading, comprehension, improve, aim, learning

SUBMISSION ID: R04A-BATANP-0620

An Assessment of the Reading Levels of Grade 7 students of Looc Integrated School

Mary Rose Villanueva, Looc Integrated School

Abstract

INTRODUCTION

Reading without comprehension is just like eating without digestion. Reading is a skill that should be developed by students as a way of getting knowledge. It cannot be separated from every learning process and our daily life. It is quite surprising that there are still struggling readers in junior high school. Most of the students cannot grasp the idea of the text and they cannot understand what the text is all about. Our students can be classified as independent, instructional, and frustration readers based on the results of the Philippine Informal Reading Inventory (Phil-IRI).

METHODS

To identify the reading levels of the Grade 7 students of Looc IS for the School Year 2018-2019, the Phil-IRI instrument was used. The Phi-IRI Group Screening Test (GST) was conducted to all 250 Grade 7 students. The GST was composed of a 20-item comprehension exam based on the set of leveled passages. The scores of the students served as a tool for classifying students' performance in terms of the reading difficulty level and they were categorized as equal, above and below. They may be classified as independent, instructional, and frustration readers.

RESULTS

The scores garnered in the GTS showed that out of 250 students, only 10% are independent readers or those who can read on their own without any assistance. 36% are instructional readers, or those who can read with the support of the teacher, and 54% are frustration readers or those who can no longer read and understand the text on his/her own. The independent readers or those students reading at their level were able to answer lower than 14 out of 20 questions (74%) correctly.

DISCUSSIONS

The results demonstrated that students under instructional and frustration level got scores lower than 14 out of 20 questions. The teacher needs to conduct an individualized assessment to further describe the child's reading performance. The results of this study will encourage teachers to design and to provide appropriate reading instructions to students to improve their reading levels.

KEYWORDS: Frustration, Independent, Instructional, Phil-IRI, Reading Levels, Screening Test

SUBMISSION ID: R04A-CALAMB-0303

An Assessment of the Secondary Academic Reinforcers of the Public Elementary School at the City of Santa Rosa, Laguna

Lyn Joy Nieva, Department of Education - Sta. Rosa

Abstract

INTRODUCTION

Motivating pupils in the greatest way possible is extremely important for every teacher in grades K-12, especially in today's educational climate when schools are continuously under pressure to improve test scores, responsibility, and accountability. A lot of secondary academicians use tangible, social and privilege reinforcers but the teachers have difficulties determining which of these are beneficial to the pupils. In this study, the researcher has assessed the different secondary academic reinforcers used in the City of Santa Rosa, Laguna last School Year 2016 - 2017.

METHODS

This study used a descriptive correlational design. This research design was used to obtain information by assessing teachers' and principals' use of secondary academic reinforcers. A survey questionnaire was used to gather data on the academic performance of the pupils in Science. The data were analyzed and interpreted with the use of appropriate statistical measures.

RESULTS

In the light of the study, it was revealed that the two groups of respondents strongly agreed on using the secondary reinforcers such as tangible, social and privilege in the teaching-learning process. This was revealed by the grand mean of 3.75 for the tangible and privilege reinforcers and a grand mean of 3.71 for the social reinforcers. The study also revealed that the use of these secondary reinforcers had a positive impact on the schools' academic achievement, especially in Science, through the computed mean rating of 88.98. The results of the study were analyzed and interpreted. Each result was supported by the studies and literature which underpinned and strengthened the research investigation. At the same time, the use of secondary academic reinforcers was also supported by the responses of the selected teachers.

DISCUSSIONS

The findings of the study simply implied that secondary academic reinforcers are beneficial both for the pupils and the teachers as they help in improving academic performance. Importance of giving rewards to be strengthened and emphasized to the pupils. The use of these reinforcers in the classroom setting motivates the learners to perform and complete their tasks well. This eventually results in good instruction and acquisition of skills.

KEYWORDS: reinforcers, tangible, social, privilege

SUBMISSION ID: R04A-STAROS-0059

An Assessment of the Vocabulary Skills of Grade 11 Senior High School Students of Naic National High School-Satellite

Gladys Encarnacion, NAIC NHS

Abstract

INTRODUCTION

Since time immemorial, it has been every English teacher's goal to help students achieve a high quality of learning by strengthening their reading, writing, speaking, listening, and viewing skills. These skills are expected to improve as students advance to a higher-grade level. In this study, the researcher focused on determining the improvement of the vocabulary skills of the grade eleven students over the years and in investigating the differences of the students' vocabulary skills depending on their chosen strand.

METHODS

This research employed the descriptive research design since it aimed to describe the vocabulary skills of the 165 grade eleven students in Naic National High School-Satellite. A standardized multiple-choice vocabulary test was administered to the respondents to determine the level of their vocabulary skills. One-way Analysis of Variance (ANOVA) was used for statistical analysis of the data. It will be used for in analyzing the existence of a significant difference between the level of the student's vocabulary in connection to their chosen strand. The data was calculated online and was interpreted for devising recommendations.

RESULTS

The Grade 11 Senior High School students were identified possessing poor vocabulary skills regardless of their chosen strand. This indicates that they are having difficulties understanding and using English as their second language. Furthermore, this can eventually lead to difficulties in the five aspects of communication and language skills in their second language - reading, writing, speaking, listening, and viewing. It was also found out that there is no significant difference among the students' vocabulary level in reference to their chosen strand.

DISCUSSIONS

The results of the study clearly show the great need to develop programs that will improve the vocabulary skills of the learners. Students will have a hard time performing in English and in subjects taught in English if their vocabulary skills will not be given proper attention. By elevating the students' vocabulary skills, their reading, writing, speaking, listening, and viewing skills will definitely improve as well.

KEYWORDS: Assessment, Vocabulary skills, English, Empowering

SUBMISSION ID: R04A-CAVITP-0956

An Assessment on Teachers' Attitudes and Practices in Gender-Sensitive Teaching Pedagogy

Fay Eunice Digma & Medlyn Alcazar, AMARE

Abstract

INTRODUCTION

The Department of Education addresses gender equality issues in schools. Our education system needs to be gender-sensitive and gender-friendly. Schools play an important role in inculcating gender sensitivity in the etiquette and manners of pupils. Boys and girls must feel welcome in a safe and secure learning environment. Teachers have a great role in facilitating gender-sensitive education, attitudes, and practices in their pedagogical approach. The purpose of this study is to find out whether the teacher's attitudes and practices in gender-sensitive teaching pedagogy were observed during her teaching-learning processes.

METHODS

The study used a descriptive research design because of the nature of the variables at hand for producing the required data for quantitative and qualitative analysis. This method allows the simultaneous description of views, perceptions, and beliefs at any single point of time (Digma, 2015). Basic statistical treatments such as getting the weighted mean and average were used to come up with the results.

RESULTS

The research analyzed and measured the teacher's attitudes and practices in gender-sensitive teaching pedagogy. A total of 30 teachers from Pansin Elementary School participated in the study. The researcher assessed if these factors are evident or not in the daily teaching routine of the teachers in Pansin Elementary School. Most statements from the instrument showed that teachers' practices gender-sensitive teaching pedagogy were strongly evident as reflected in their weighted mean of 4.50 and above. On the other hand, items about teaching and learning environment as well as personal development and training were moderately evident as reflected in their weighted mean of 4.49 below. In general, however, the entire research showed that the teachers still have strong evident practices in gender-sensitive teaching pedagogy with the mean of 4.55.

DISCUSSIONS

This study confirmed that though teachers have evident practices in gender-sensitive teaching pedagogy, they still need to advance in terms of 1. Teaching and Learning Environment by displaying materials that show an equal number of male and female students in classrooms; and, 2. Personal Development and Training by seeking help from any person in the institution who will help in providing equal response and treatment to both genders.

KEYWORDS: gender sensitive, pedagogy, attitudes, practices

SUBMISSION ID: R04A-CAVITP-1467

An Assessment on Teacher's Attitude and Practices in Gender-Sensitive Teaching Pedagogy in Science

Michael M. Yee & Verna Ambat, Department of Education

Abstract

INTRODUCTION

The primary purpose of this study was to assess the teachers' attitude and practices in conducting gender sensitivity teaching pedagogy in Science. Gender sensitivity should come from teachers because what our learners will experience and perceive from us will be the same attitude and treatment that will to their peers and family.

METHODS

The study made use of the descriptive mixed method to answer the questions concerning the status of the study. Quantitative and qualitative research methods were also utilized. The researchers used the survey-questionnaire checklist. The respondents for this study were selected public secondary school heads and head teachers while the participants were selected master teachers and teachers teaching Science in the Division of Cavite. Purposive-quota sampling was used to select the respondents based on their knowledge and expertise on the existing condition. A total of thirty (30) subjects were assessed, represented in ranks by Master Teacher and Teachers 1, 2 or 3 coming from the small, medium, and large high school categories for each municipality.

RESULTS

On the Assessment on the Teacher's Attitudes and Practices in Gender- sensitive teaching pedagogies, the following indicators: Learners participation in the classroom, Teaching/Learning Environment, and Perception of Learner's ability, were commonly used and applied by the respondents. On the Learner's attitude towards each other, Personal Development and Training, Mentoring, Guidance, and Counseling to learners are the practices and attitudes that must be developed on the part of respondents.

DISCUSSIONS

The result of the assessment on the teacher's attitudes and practices on the indicators given in gender-sensitive teaching pedagogy must be utilized so we can determine and assess the problems. The teacher's strengths focus on valuing the learning ability of learners, providing duties for both males and females, and having a seat plan to enable both male and female learners to learn. The notable weaknesses include seeking advice in a teaching method that is more gender sensitive, reacting on unfriendly gender-biased attitude, and providing guidance counseling and mentoring to both male and female learners.

KEYWORDS: Gender-sensitive, Gender -biased Attitude, 2C-2I-1R pedagogical approaches

SUBMISSION ID: R04A-CAVITP-0786

An Assessment on Teachers' Attitude and Practices in Gender Sensitive Teaching Pedagogy in Edukasyon Sa Pagpapakatao

Bernadeth Lugay, Cleta Bello, Marilyn Lengson, & Zaldy Descallar,
Department of Education - Cavite

Abstract

INTRODUCTION

The primary purpose of this research was to assess the teachers' attitude and practices in gender-sensitive teaching pedagogy in Edukasyon sa Pagpapakatao in the Division of Cavite Province during the school year 2017-2018. The researchers believed that the result of this study will be of great use in assessing teachers' attitude and practices in gender-sensitive teaching pedagogy in Edukasyon sa Pagpapakatao.

METHODS

The researchers employed the purposive sampling method. The selected elementary Teacher I, Teacher II, Teacher III and Master Teacher teaching Edukasyon sa Pagpapakatao. They were observed by their school heads from four (4) units such as North, South, East, and West. The schools were classified as big, medium and small public elementary schools in the Division of Cavite. The schools were chosen through the fishbowl method. There were a total of 48 respondents whose names were given by their school heads. The study made use of the descriptive method research design. The instruments used in gathering data and answering the questions in this study were the adopted Gender in Education Network in Asia-Pacific (GENIA) Tool 12 questionnaire, informal interview, observation, and documentary analysis. Observation and interview were also used to verify the accuracy of the data. The data gathered from the respondents were treated statistically using the weighted average.

RESULTS

The teachers give equal opportunity and similar duties to both female and male learners. They also used materials that portray female and male characters in equal numbers involved in similar activities. The teachers have a classroom seating plan that enabled both female and male learners to participate and have equal opportunities to learn. They also provided intensive mentoring, guidance and counseling to support both female and male learners with their studies. A proposed action plan in gender-sensitive teaching pedagogy consisting of additional programs/ activities/strategies is deemed necessary to improve the performance of the teachers in teaching Edukasyon sa Pagpapakatao.

DISCUSSIONS

The school should conduct teacher training on gender sensitivity teaching pedagogy in all learning areas. Teachers must be gender sensitive through gender awareness and sensitization programs. They must also improve the learning environment by promoting gender sensitivity teaching pedagogy. Furthermore, the teachers should employ engendered patterns of classroom setting and interaction.

KEYWORDS: Gender-Sensitive, Teaching Pedagogy, Edukasyon sa Pagpapakatao, Teachers' Attitude, and Practices, Descriptive Method

SUBMISSION ID: R04A-CAVITP-0213

An Assessment on Teacher's Attitude and Practices in Gender Sensitive Teaching Pedagogy in Languages

Lizandra Cataulin, Department of Education - Cavite

Abstract

INTRODUCTION

The main purpose of this study is to assess and evaluate the teachers' attitude and practices in gender-sensitive teaching pedagogy especially in languages. This study was conducted in response to the guidelines released by the Department of Education regional office entitled "Policy on Gender and Development (GAD) Projects, Programs, and Activity for use in Gender and Development (GAD)" wherein one of the pedagogical approaches mentioned was the Gender-Sensitive Teaching Pedagogy.

METHODS

The researchers made use of the descriptive research design to describe the phenomenon of the teachers' attitude and practices in gender-sensitive teaching pedagogy, especially in languages. The stratified purposive sampling was used in conducting the study using Languages teachers from public schools in the Division of Cavite Province. A total of one hundred fourteen (114) subjects were assessed and represented by one Master Teacher and Teacher 1 or 2 or 3 coming from small, medium and large schools within the municipality. The study focused on the Assessment of Teachers Attitude and Practices on gender sensitivity of teaching pedagogy in language classes.

RESULTS

The study revealed that the Teacher's Attitude and Practices in Gender- Sensitive Teaching Pedagogy in Languages subjects has a significant effect on the students' achievement level. Findings revealed that teachers do not perceive any need for girls to be educated for knowledge and skills. One of the contributing factors for this was based on the observation that praise and crisis differ between boys and girls. The classroom practices also revealed a discriminated teacher-student interaction where boys dominate classroom discourse with teachers, signifying the authoritative school culture and gendered perceptions of roles and responsibilities of men and women held by society.

DISCUSSIONS

The salient findings of the study will be utilized for providing time for independent/cooperative learning for the purpose of developing a gender-sensitive teaching pedagogy in languages class. This will promote a substantial integration of principles of gender equality, gender equity, gender sensitivity, and human rights.

KEYWORDS: Gender-Sensitivity Teaching Pedagogy, Teacher's Attitude and Practices

SUBMISSION ID: R04A-CAVITP-0257

An Assessment of Teacher's Attitudes and Practice in Gender- Sensitive Teaching Pedagogy in Mathematics

Benilda V. Orsal & Elizabeth Dizon, Cavite National Science High School

Abstract

INTRODUCTION

The main purpose of the study is to assess teachers' attitudes and practices in gender sensitivity teaching pedagogy in Mathematics. This study determined the status of the teacher's attitude and practices on gender-sensitive teaching pedagogy along with the indicators.

METHODS

This study utilized the stratified purposive sampling in selecting the respondents. The frequency distribution and weighted score were used to present the status of the attitudes and practices in gender-sensitive teaching pedagogy of the respondents. The researchers adapted the questionnaire developed by UNESCO Bangkok (2009) entitled "Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education". The researchers also conducted classroom observations with the school head and head teacher before distributing the questionnaire. The respondents for this research are selected public elementary and secondary Master Teachers, Teacher III, Teacher II and Teacher I in the Division of Cavite under the small, medium, and big school category. The respondents are all teaching Mathematics. The study was limited to mathematics teachers and their attitudes and practices in gender sensitivity teaching pedagogy in the Division of Cavite Province.

RESULTS

The study determined that Personal Development and Training, as well as the Mentoring, Guidance, and Counselling to Learners, were the indicators needed in the proposed teaching pedagogy. With the observations of the classes conducted, most of them used the 2C, 2I and 1R pedagogical approaches found to be suited for both female and male learners. The study addresses the awareness of the teachers on treating learners equally inside the classroom.

DISCUSSIONS

The study was focused on identifying the needs for improvement to cater to all kinds of learners. The study has proven its validity because it was conducted with teachers from different municipalities and sizes of schools. This is holistic research that will be of great help in enabling the learners for higher achievement.

KEYWORDS: Gender-Sensitive Teaching Strategy, student achievement, 2C-2I-1R pedagogical approaches

SUBMISSION ID: R04A-CAVITP-1591

**An Assessment on the Adequacy of the Talipan Nhs School Facility:
Basis for an Enhanced Child-Friendly School**

Sherwin De Rama, Talipan National High school

Abstract

INTRODUCTION

The study aims to determine the adequacy of the Talipan National High School facilities and to provide the school with an enhanced policy for making it into a more child-friendly school.

METHODS

The study was quantitative research. It employed the descriptive-survey method of research to answer the problem stated. Three hundred thirty-six (336) respondents were chosen through the stratified random sampling procedure. The data gathered were presented descriptively. The weighted arithmetic mean (WAM) was utilized with its continuum scale to interpret the results of the study. A personal interview also was conducted to gather information for addressing the result of this study.

RESULTS

The result revealed that the school's facilities were not enough for catering all the student's needs. It has 2.34 WAM with a verbal equivalence of less adequate. The school authorities did intensify the campaign in making the school a friendly environment but it was not enough to cater all the means for doing so.

DISCUSSIONS

The study can be a basis for an enhanced child-friendly school that could help most of the learners as well.

KEYWORDS: Adequacy, school facilities, child-friendly school

SUBMISSION ID: R04A-QUEZON-0276

An Assessment on the Management Styles of Public Elementary School Administrators in Relation to their Profiles and Attitudes

Jannete Manaig, Department of Education - Tanauan City

Abstract

INTRODUCTION

The concept of interdependence and interrelatedness connotes an identifiable social system or structure characterized by people with purposes interacting and depending on one another in groups, achieving specific goals using knowledge, attitudes, and techniques to perform specific tasks, and integrating structures or systematized activities involving people working together in formally defined and patterned relationship. With this, the researcher focused on the management styles of school administrators to discover the style of management that must be practiced by school administrators and school heads for a smooth and effective teaching and learning style.

METHODS

The descriptive method is a scientific investigation designed to ascertain and determine the general and typical characteristics of the existing or current conditions of a population at a given time. The researcher devised a questionnaire for teachers and administrators.

RESULTS

Most of the respondents in this study 41 years old, female, and with a Master's Degree. In terms of teaching experience, respondents fall within 6 to 10-year range. The teacher respondents strongly believed in the contention of their school heads about themselves. The result of the study showed that there is no significant difference between the perception of the school administrators and the teacher respondents on the managerial style employed by the school administrator. It also showed that the management style of the school administrator affects the teaching attitude in terms of industry, resourcefulness, and responsibility, resulting in an undecided response. There was no significant relationship between the management styles of the school heads and attitudes in terms of the aristocratic laissez-faire and democratic styles.

DISCUSSIONS

The results demonstrate that the administration needs to develop the democratic management style, taking away the teachers' observance of their laissez-faire style. In turn, they will be supportive of their administrator in conducting research. Teachers will keep their good attitude by keeping their good relationship with their school administrators. They may find some ways in establishing that, somehow, their profile in some specific areas like educational attainment and years in teaching can be significantly related to their management style whether it is administrative or instructional.

KEYWORDS: Assessment, Management Style, Administrator, Profiles and Attitude

SUBMISSION ID: R04A-TANAUA-0004

An Enhanced Remedial Mathematics Class for Grade 9 Students

Markson Mejia, Teacher III

Abstract

INTRODUCTION

The performance levels of today's learners are deteriorating. Student difficulties and poor teaching usually come to light with the poor performance of the students. Thus, every concerned educator should find ways to address this problem of poor performance in mathematics. This study determined the proficiency level of grade 9 students in solving quadratic equations in the remedial classes of Celestino G. Tabuena National High School as the basis for an enhanced remedial mathematics class.

METHODS

The quasi-experimental design was employed using the pre- and post-test comparison design. The mean was used for getting the level of proficiency of the respondents in the pre and post-test. The t-test for the correlated samples was used to test the significant difference. The respondents are 44 grade 9 students from the remedial mathematics class.

RESULTS

The findings showed that the proficiency level of the remedial class students in solving quadratic equations is 41.56 percent for factoring which was interpreted as average near mastery, 22.08 for completing the square which meant low mastery and 36.36 for a quadratic formula which translated to average near mastery. The proficiency level of the respondents in the post-test is 68.83 (moving towards mastery) for factoring; 49.68 (average near mastery) for completing the square; and 60.39 (average near mastery) for quadratic formula. The study revealed that the computed t-value in factoring is 9.916, 8.819 for completing the square, and 6.064 for quadratic formula. There is a significant difference in the level of proficiency in the pre-test and post-test.

DISCUSSIONS

The study concluded that the students have shown low proficiency in the pre-test in all identified topics and that the proficiency level of the students has increased after the interventions. An enhanced remedial program in mathematics 9 using an effective intervention is designed as a reference for teachers of the remedial class.

KEYWORDS: Enhanced remedial mathematics class, quadratic equations, factoring, completing the square, quadratic formula.

SUBMISSION ID: R005-SORSOC-0010

**An Error Analysis on the Punctuation Marks of the Grade 11 Students in
Dr. Maria D. Pastrana National High School**

Josephine Villaverde, DMDPNHS

Abstract

INTRODUCTION

Punctuation marks are a necessity in language. It shows how the sentence should be read and it makes the meaning clear. Although teachers assist students in improving the fundamental aspects of their writing skills, students still make some errors in using punctuations in their written works. Punctuation marks have always been challenging for students. Majority of the students are confused in using punctuation marks properly. This lead to the researcher to identify the demographic profile of the respondents in terms of gender, to identify the particular punctuation mark (full stop, comma, apostrophe, and quotation marks) errors were most frequently made, and the significant difference between the male and female responses.

METHODS

This study used the descriptive method of research. Forty-three students from Grade 11 were selected at random to serve as the study's respondents. The researcher used a 20-item test. The respondents were instructed to supply appropriate punctuations selected among the full stop, comma, apostrophe, and quotation mark. Then, the researcher tabulated, analyzed, and interpreted the data.

RESULTS

This study revealed that females got a higher percentage on supplying the appropriate punctuations on the 20-item test having 58.14% while the males got 41.87%. Most of the errors committed were in misusing the comma, having 40% for the female respondents and 27.83% for the male respondents. There is no significant difference between male and female responses.

DISCUSSIONS

The results showed that errors incurred for the following punctuation marks were: for a full stop, 84.35%; quotation marks, 64.45%; apostrophe, 40.87%; and comma, 46.00% among the female respondents. As for the male respondents, errors incurred were the following: for a full stop, 77.00%; quotation marks, 42.00%; apostrophe, 37.00%; and comma, 32.00%. 58.92% of the total female population used the appropriate punctuation marks while 47% of the total male population used the appropriate punctuation marks.

KEYWORDS: error analysis, punctuation marks, full stop, comma, apostrophe, quotation marks

SUBMISSION ID: R04A-QUEZON-0368

An Evaluation of Music Education Program as Perceived by the Students in Kaylaway National High School, Nasugbu, Batangas

Florenda Noche, Department of Education

Abstract

INTRODUCTION

The music education program is the best way for achieving a specific result in learning the elements of the Music. It is also said that this program is the reason for some students' failure in accomplishing one component in the MAPEH subject. It also implied that students can rely on the topic their subject teachers discuss to them.

METHODS

The method used in this study was the descriptive-quantitative method. The major aim of utilizing this method evaluates the Music education program in the Music class. The descriptive-quantitative method was used to evaluate the Music program implemented to the students. The descriptive information was obtained through the use of survey instruments.

RESULTS

Most of the students are young, female, and eager to learn Music. They disagree with their evaluation of the Music education program in terms of learning the skills, their attitude towards the subject and the Music teachers. There is no significant relationship on their responses regarding the Music education program when they are grouped according to their profile variables. There is also no significant relationship on their responses regarding learning the skills and their attitude towards the subject and Music teachers. An action plan for enhancing the students' performance in Music is designed by the researcher.

DISCUSSIONS

Music teachers should encourage their students to have an interest in Music, whether they are young or old, or male or female. They must continuously improve their knowledge on the subject, help the students set goals for improving their talent and interest in learning, and develop their knowledge and skills in Music. A future study on the Music education program should include other variables to find an effective evaluation developing the interest of the students. Also, implementing an action plan for enhancing the performance of the students in Music is highly recommended.

KEYWORDS: Music, Education program, evaluation, students, learning skills

SUBMISSION ID: R04A-BATANP-1432

An Evaluation of the Effectiveness of Educational Assistance in Pupils' Attendance at Balayong Elementary School

Aileen Panopio, Department of Education - Balayong Elementary School

Abstract

INTRODUCTION

Improving absenteeism and truancy in schools is a top priority in any educational institution. This study focuses on determining the ways Balayong Elementary School can increase and sustain their students' daily attendance the contribution of the family-school-community and other avenues of partnerships to this goal, and the ways these partnerships can continuously improve the less fortunate pupils' attendance to achieve better performance in school.

METHODS

This study was conducted to evaluate the effectiveness of the educational assistance in the pupils' attendance at Balayong Elementary School. The descriptive qualitative research design was employed. The respondents of the study were the 39 pupils covered under the 4Ps (Pantawid Pamilyang Pilipino Program), ANAWIM, Youth with A Mission (YWAM), The Sisters, and 12 GBA, which comprised 18.23% of the 225-overall population of the school. The researcher used three data gathering procedures namely: observation, surveying, and data analysis available in the Guidance Office. Data gathering tools were also used, namely: the attendance checklist or SF2 and SF4, and the interview.

RESULTS

Findings revealed that the problem can be easily corrected with a little help from the community. The school plays a very important role in bridging and reaching out to the less fortunate families with difficulties in sending their children to school.

Since each program does not expect high ratings, the pupils and parents were able to meet the standards set before them. They are aware that the coordinators in each program are strictly monitoring the pupils' attendance monthly and this lead to avoiding absenteeism throughout the school year.

DISCUSSIONS

Based on the SF4 from the guidance office and the interview to their advisers, pupils were motivated to attend classes and to avoid truancy due to the educational assistance they are enlisted. The teacher-adviser also proved that these pupils committed truancy only for important reasons only.

KEYWORDS: educational assistance, truancy

SUBMISSION ID: R04A-BATANP-1641

An Evaluation of the Factors That Affect the Learning Behavior of Grade Three Learners of Subic Elementary School: Basis for Proposing Strategies to Develop Positive Learning Behavior

Merici Azucena, Department of Education

Abstract

INTRODUCTION

Teacher-researcher tried to identify the problems in school and solve these problems to improve both pupil learning and teacher effectiveness. It focused on the factors that affect the learning behavior of the grade three pupils. In the process, the study found out that it evolved some factors such as the attitudes of the learners toward learning, the external and internal factors that hinder the pupils' learning, and the different strategies and methods used by the teachers. The results may be proposed for developing positive learning behavior among pupils. All of these were grounded with authentic and real-life data from observational data gathered and analyzed.

METHODS

The descriptive method of research was employed in this study. It was conducted on groups of 4 grade three teachers and 35 grade three learners as respondents to a 3 semi-structured questionnaire focusing on the attitudes of the learners toward learning, the external and internal factors that hinder pupils' learning, and the different strategies and methods used by teachers. The results may be proposed for developing a positive learning behavior among pupils.

RESULTS

35 of the Grade three pupils were observed to have substantial problems which were affecting their learning in relation to the factors listed. The first factor, the attitude towards learning, was still unfavorable. The second factor showed that the external and internal factors such as family economic stability, pressure from peers, teachers' behavior, teachers' method of teaching, instructional materials used, classroom settings and parents' involvement also played a major factor in influencing their learning. All of these were identified through a survey and were tabulated, interpreted, and analyzed. The outcome resulted in poor performance in their academic status.

DISCUSSIONS

The result demonstrates the need to find solutions to the problem. This will help pupils develop positive attitudes in their studies. Teachers and parents both play a major role in arousing pupils' interest in learning through different strategies or techniques used by teachers complemented with the close supervision of the parents to their children. Continued implementation of that proposed solution will help the learners become motivated. In this way, we can help the pupils develop a positive attitude towards learning.

KEYWORDS: attitudes, behavior, learning

SUBMISSION ID: R04A-BATANP-1516

An Illiterate Adult's Struggles and Journey Towards Literacy Education

Gloria Salazar, Dacanlao Gregorio Agoncillo National High School

Abstract

INTRODUCTION

Literacy is not part of the day-to-day lives of the common people. The illiteracy rate has become a prevalent issue in Asian countries. This caused today's educational policies to prioritize early childhood education as a way of liquefying the illiteracy rate among people. Consequently, a nation is hindered from developing basic literacy its people because of the wrong notion of some policymakers of investing only on early childhood education. In this study, the researcher highly emphasized the need for the acquisition and enhancement of every parent's early basic literacy skills, enabling them to become functionally literate individuals not only for themselves but also for their children, their children's children, and the future generations as well.

METHODS

Using the qualitative method of research, a resident of a certain barangay in the District of Calaca was chosen as the subject of this case study. A face-to-face interview and unstructured observation were conducted. In these methods, the researcher immersed herself on the life and the daily experiences of the subject as a wife and as a mother. The researcher also conducted an emergent literacy assessment for determining the literacy knowledge of the subject necessary for successful reading instruction. Reading tutorial sessions followed after each assessment and the subject's progress was recorded at the end of the study.

RESULTS

This study revealed that the subject's struggle in acquiring alphabet knowledge and their corresponding sounds was rooted in the subject's native language, i.e. Bisaya, and her attitudes toward acquiring literacy knowledge. Intensive phonics instruction for diagnostic purposes must be applied to the subject since is already at the late post-reading instruction stage.

DISCUSSIONS

The subject experienced some difficulties in producing the sounds correctly but she was able to overcome it through time due to her positive attitude in learning the alphabet. The subject was observed having difficulty in memorizing the letters even in random order. As a result, the subject cannot repeat the alphabet aloud independently. The subject also has her own way of producing the sounds of the alphabet. Since she came from a city in the Visayas, her twang is somewhat rudimentary. Conclusively, her difficulty in memorizing the alphabet can be traced from her difficulties in producing the sounds correctly.

KEYWORDS: literacy, reading the assessment

SUBMISSION ID: R04A-BATANP-0834

An Intervention Class for the Grade 8 Students of Bagbag National High School

Klarisse Mae Cidel, Bagbag National High School

Abstract

INTRODUCTION

This study aims to determine the effect of having an intervention class on the Grade 8 students of Bagbag National High School. This program was a response to the Division Memo No. 161 s. 2017 entitled "The Implementation of Power It Up Program" after discovering that students' academic performance in Mathematics at the Junior High School level needs improvement. To note, this program is not just an additional math class or tutorial program. Its end goal is to make students become better at mathematics by mentoring and providing them the needed support system.

METHODS

A quasi-experimental design involving quantitative methods was used in this study. Purposive sampling was used for the 11 Grade 8 students from the St. Francis and St. Peregrine sections of Bagbag National High School during the School Year 2018 - 2019. The data gathered were analyzed and compared using mean standard deviation, weighted mean, and t-test.

RESULTS

As a result, the study revealed an increase in the ability of the students participating in their Mathematics intervention class. Their scores in the post-test were rated as good. It was evident that approximately 80% of the student-participants have passed their Mathematics subject for the selected school year. With the help of this program, the students were able to cope with the discussion and pass the specific subject.

DISCUSSIONS

Based on the preceding findings, the intervention class was found as a great remedy for the students deficient in Mathematics. It is an effective method in increasing their academic performance on the subject. It is also important to note that out of the 11 Grade 8 students, two (2) students from St. Peregrine or 18% dropped out from the roll. Only nine (9) students from St. Francis continued the program and successfully passed the Mathematics subject. Through this intervention class, the learners were able to guide and mentor the teachers practices and preparations for the quarterly and other examinations. This, in turn, resulted in better scores and grades.

KEYWORDS: Intervention Class, Quasi-Experimental Design, Mathematics, Purposive Sampling

SUBMISSION ID: R04A-CAVITP-0247

An Intervention in Mathematics among Grade IV Pupils in Tipas Elementary School

Marcelina Mendoza, Department of Education - San Juan East

Abstract

INTRODUCTION

This study intended to provide interventions in Mathematics for the Grade IV pupils of Tipas Elementary School in the Municipality of San Juan during the first and second quarter of the school year 2017-2018.

The researcher conducted this study to devise interventions for enhancing the areas for pupils to perform well and to give remediation for the areas where they poorly perform.

Moreover, the administrators, the parents, the teachers, and the pupils will come up with more functional decisions regarding future achievements as well as interventions for the improvement of the students' performance in Mathematics.

METHODS

The descriptive method was used in this study. This method reveals the current conditions, relationship, the practice of belief, points of view, attitudes and trends needed for development. This method obtained facts about the existing condition or detected significant relationships on the current phenomenon. In the same manner, this method was also used for determining appropriate intervention strategies in addressing the difficulties encountered by the grade four pupils in Mathematics. At the same time, this study is aimed to enhance the strengths of the pupils in the said area.

RESULTS

The study revealed that the pupils were weak in whole numbers, fractions, and decimals. There was a need to develop strategies and intervention activities/programs for addressing the poor performance of the pupils in Mathematics. The researcher developed an interventional plan in Mathematics to help the grade four slow learners. It is an intervention reinforcing the pupils' knowledge of the basic mathematical concepts and mastery for the fundamental operations.

DISCUSSIONS

Based on the result, all the competency areas were not mastered. The data showed that the pupil respondents need improvement in all areas. This being so, appropriate development of mathematical concepts in these areas should be addressed by the teacher concerned. The teacher should follow the proposed intervention program developed by the researcher.

KEYWORDS: competencies, intervention

SUBMISSION ID: R04A-BATANP-1630

An Intervention Program Towards Addressing Common Problems among Senior High School Students

Racquel Austria, Department of Education - Cabuyao

Abstract

INTRODUCTION

The low academic performance of secondary school students in many public schools could be traced to insufficient school facilities. Improvements definitely require financial costs but the benefits of such investments often surpass their fiscal costs. The City Schools Division of Cabuyao is determined to improve the facilities of its schools through the help of the city government. The City of Cabuyao is a highly-industrialized city because of the presence of industries such as Nestle Philippines, Wyeth, and Lazada in its locality.

METHODS

Participants in this research were the 50 senior high schools (SHS) teachers of District V-B of the City Schools Division of Cabuyao during the school year 2018-2019. The descriptive method of research was used. A survey-questionnaire prepared by the researcher and validated by the Division Research Coordinator was distributed to the 50 SHS teachers. The survey-questionnaires were retrieved and responses were tallied. The percentage of the frequency of responses and the weighted arithmetic mean (WAM) of each indicator were computed and interpreted in determining the level of compliance of SHS on facility requirements.

RESULTS

The highest level of compliance for these schools is on the School Frontage, incurring an overall mean of 3.10 and verbally interpreted as compliant. Whereas, the lowest level of compliance is found in the Guidance Office, incurring an overall mean of 1.77 and verbally interpreted as uncertain. These are followed by the Administrative Rooms, with an overall mean of 3.06 and interpreted as compliant; the Instructional Rooms, with an overall mean of 2.94 and interpreted as compliant; the School Canteen, with an overall mean of 2.70 and interpreted as compliant; the Computer Laboratory, with an overall mean of 2.55 and interpreted as compliant. These were followed by six remaining indicators in which respondents assessed as uncertain: the Library, with a mean of 2.47; HE/TLE Laboratory, with a mean of 2.45; the Science Laboratory, with a mean of 2.37; Comfort Rooms, with a mean of 2.27; Emergency Exits, with a mean of 2.15; and the School Clinic, with a mean of 1.92.

DISCUSSIONS

Among the twelve (12) facilities under study, the Senior High Schools (SHS) are compliant on the following five major facilities: School Frontage, Instructional Rooms, Computer Laboratory, Administrative Rooms, and School Canteen. Respondents are uncertain on the compliance level of the Science Laboratory, Library, HE/TLE Laboratory, Guidance Office, Clinic, Comfort Rooms, and Emergency Exits. In its three years of operation, the school still needs to improve its facilities. A Capability-Building Seminar must be provided to the school heads to assist them in complying with the availability of the school facilities.

KEYWORDS: Common Problems in Senior High School

SUBMISSION ID: R04A-CABUYA-0013

An Inventory of the Learning Styles of Grade 7 Regular Students: Basis for Material Development Plan and Adjustment of the Teaching Styles of their Teachers

Marissa Jamili & Marlon Dagsan, Department of Education

Abstract

INTRODUCTION

The study aimed to produce an inventory of the learning styles of the Grade 7 Learners under the K12 Regular Curriculum as a basis for a material development plan that will adjust to the teaching styles of their teachers.

METHODS

The research design is quantitative with twenty-two (22) Grade 7 Regular Students as respondents. The study used the adapted questionnaire from the SEMO Innotech for the Inventory of the Learning Styles of Grade 7 Regular Students and 9 teachers from the Lun Padidu National High School, Malapatan 3 District.

RESULTS

Findings show that nine (9) of the respondents are visual, four (4) are auditory, five (5) are kinesthetic, one (1) is both visual and auditory, one is (1) both visual and kinesthetic, and one (1) has a balanced learning preference of visual, auditory, and kinesthetic. The dominant learning preference of Grade 7 Learners under the K-12 Regular Curriculum is a visual while the teaching style of most teachers of Grade 7 Learners under the K-12 Regular Curriculum is the demonstrator type which is teacher-centered.

DISCUSSIONS

A LAC session will be conducted to capacitate these teachers in exercising and discovering their strength in facilitative teaching. It is possible for a teacher to use two or more teaching styles. Material development for visual learners should be one of the priorities. Mohanna, et. al (2008) recommended that learning materials focusing on visual and diverse learners should be given attention. This will serve as a guide for the concerned school in their implementation of solutions for addressing the problem. Monitoring and evaluation must be done to validate the proposals continuous improvement. The researchers believe that schools nowadays may face the same issue. Thus, a part of the dissemination plan is to provide research outputs to the different schools in the Division of Sarangani as a guide and reference for their plans in combatting the same problem.

KEYWORDS: Inventory, Learning styles,

SUBMISSION ID: R012-SARANG-0009

An Online Educational Platform for the 21st Century Literature: Answer to the 21st Century Challenges

Libranda, Joel I., SDO - Calamba City, Alejandro Tatlonghari, & Perez, Rochelle R., Looc integrated school

Abstract

INTRODUCTION

This study aimed to find out the effectivity of an online educational platform in the teaching-learning process of the 21st Century Literature of the Philippines and of the World. Specifically, this study aimed to identify the level of competence of the two groups of respondents, one group will be engaged in Quipper School, based on their first long test; to extricate any significant difference between the test results of both groups; to know if the online platform is an effective learning technique for a literature class; to be aware of the glitches that the respondents may encounter in using the online platform; and, to solicit solutions from the respondents for resolving the perceived problem/s.

METHODS

This study made use of the mixed method design under a quasi-experimental scheme. Two groups of respondents were engaged. One group used the Quipper School while the other did not. Both groups took a long test after one month. The researchers made use of combined Convenience Sampling and Purposeful Random Sampling.

RESULTS

After acquiring permission, the researchers conducted a focus group discussion among the respondents and followed by the retrieval of the respondents' 1st periodical grade in 21st Century Literature. The next step was the utilization of the Quipper School in one class while the other class went on with the traditional teaching-learning process. Then, the retrieval of the 2nd periodical grade in the said subject followed. The T-test application for the two sets of periodical grades came next. Conducting an interview guided by the researcher-made open-ended questions with the respondents followed. This was done to test the attitudes of the participants. The data gathered from the interview was evaluated using a thematic analysis.

DISCUSSIONS

The researchers found out that the online platform, Quipper School, is effective for teaching the 21st Century Literature subject of the SHS. However, glitches were discovered hindering the effectiveness of the said application. One of the glitches is the speed of the internet connection. The solution offered for the said glitch is using the PisoNet promo in computer shops. Students may opt to save 1 peso per day from their allowance. 1 peso is equivalent to 5 minutes of internet browsing in a computer shop. The research is both heuristic and holistic. It covered the students' total human development. The platform conforms to the 5 pedagogical approaches (Constructivist, Collaborative, Inquiry-based, Integrative, and Reflective) mandated by the RA 10533.

KEYWORDS: Quipper School, online platform, pedagogical approaches, heuristic, holistic,

SUBMISSION ID: R04A-CALAMB-0375

An Overture to Hygiene and Sanitation: Maximizing Pupils' Awareness at Mabini Central School

Emiteria Villamor, Mabini Central School

Abstract

INTRODUCTION

Hygiene and sanitation come along with environmental concern. The limited access to food and safe water was encountered and experienced by the selected learners of Mabini Central School. From the observation, a study was conducted to find out the pupils' awareness of hygiene and sanitation and how this would be maximized. The researcher also wanted to determine the difficulties encountered by pupils on hygiene and sanitation in the school. This study aims to come up with a proposed plan of activities for addressing and improving them in the most flexible and meaningful way.

METHODS

The research participants of this study were 80 pupils from Mabini Central School, Mabini District. The weighted mean was also used to quantify the awareness of hygiene and sanitation as well as the difficulties encountered by these pupils. The data gathered from the respondents were given weights ranging from a 1-4 scale with one as the lowest and four as the highest value. This quantitatively measured the extent of the pupils' awareness of hygiene and sanitation.

RESULTS

Based on the results and discussions, it was recommended that a proposed plan of activities is considered in maximizing pupil's awareness on hygiene and sanitation and that action research is conducted to ensure an excellent implementation of a proper hygiene and sanitation plan. To improve or maximize the pupils' awareness of proper hygiene and sanitation, the following plan of activities are suggested: holding a seminar on the "Effect of Proper Hygiene and Sanitation"; conducting a film viewing to help them realize the importance of the good health; participating in the observance of different school celebrations and activities such as poster making, slogan making, poem recitation, essay writing and search; tapping other; stakeholder for hygiene kits and facilities for hand washing and posting or giving flyers to the barangay community.

DISCUSSIONS

The results demonstrated the need to maximize the pupils' awareness of hygiene and sanitation for a healthier and safer environment. The pupils' good hygiene and sanitation will surely give positive effects to them. Parents and teachers are always behind their children's development in terms of proper hygiene and sanitation. An implementation of a proposed plan of activities will strengthen the awareness of pupils in proper hygiene and sanitation. Further research on the same topic must be conducted to sustain proper hygiene and sanitation

KEYWORDS: awareness, hygiene, health sanitation, plan of activities

SUBMISSION ID: R04A-BATANP-1142

Analgesic Influence of Intensive Reading Interventions in Addressing Reading Problems

Mellanie Corachea, Department of Education - Lipa

Abstract

INTRODUCTION

Strengthening reading skills will ensure success in learning. Many researchers have studied and conceptualized reading interventions which teachers have already applied. Still, many students find it difficult to comprehend or understand the content of the reading material. This study investigated the influence of a tutee minute as an intensive reading intervention for addressing learners' reading problems and enhancing their reading comprehension level.

METHODS

The study applied participatory action research within three months. Using the criterion sampling method, the participants of the study were nine grade 10 learners from San Isidro National High School in the Schools Division of Lipa City for the school year 2018-2019. The data were gathered through the use of the pre- and post-reading assessment results in English in the first quarter, the Philippine Informal Reading Inventory's (Phil- IRI) observation checklist, the teacher's diary with observations made, the tutors' feedback, and an interview all analyzed in a qualitative and descriptive manner.

RESULTS

Two hundred twenty-six students were included in the reading assessment for the first week of June 2018. Based on the initial results, nine learners or 3.98% were identified as belonging to the frustration level. Tutee minute, as conceptualized by the author, predominantly aided the reading intervention. The results revealed that the respondents who underwent in the intensive reading interventions showed improvement in their reading level. Some learners from the frustration level progressed to instructional and some even accelerated to the independent level.

DISCUSSIONS

Shortcomings were unavoidable since this study was conducted only to a small population. To some extent, the respondents' performance could have been affected since the interventions were given after their last period and they were also required to take part in other subjects. Still, the tutee minute has the greatest impact on the respondents. This study can provide valuable pointers to teachers in teaching the English language through the firsthand feedbacks given by the tutors and the tutees. It is a holistic approach as it addresses the identified problems and connects these problems to meaningful solutions.

KEYWORDS: Reading Assessment, Reading Intervention, Tutee Minute, Tutors, Tutees

SUBMISSION ID: R04A-LIPAC1-0095

**Analysis and Recommendations for Common Problems Encountered on
the Educational Media Centers at STI College Batangas**

Joebert Cepillo, Paharang Integrated School

Abstract

INTRODUCTION

The primary purpose of learning institutions is to give the best quality of education. It can only be done if there is enough availability of educational media centers. Access in all educational media centers greatly affects the quality of education offered to students like these are the primary sources of efficient and effective teaching and good learning experience. With this, this study aimed to determine the common problems encountered by the educational media centers in STI College Batangas.

METHODS

The study used the descriptive quantitative method of research with the questionnaire as its main tool in gathering data. The respondents of the study are the senior high school students at STI College Batangas. A four-point Likert Type Rating Scale Questionnaire was used for collecting the desired data from the participants.

RESULTS

The researcher made conclusions from the following results: (1) senior high students agreed that educational media centers are enough and they can provide their educational needs, (2) senior high students are aware of the common problems encountered by the educational media centers in STI College Batangas, (3) senior high school students perceived that there are enough safety equipment and precautionary measures in all educational media centers in STI College Batangas, and (4) the study implied that the use of educational media centers provide quality education to the senior high school students of STI College Batangas.

DISCUSSIONS

The study obtained a positive outcome on the level of availability of the educational media centers and the stability of the safety equipment and acquired precautionary measures in every educational media center. The respondents approved that there is no problem on the level of availability of the educational media centers in STI College Batangas. Further, the senior high school students favored that the availability of the safety equipment and precautionary measures in STI which showed that the educational media centers are safe and ready for any type of emergency.

KEYWORDS: Educational Media Centers (EMC), Education, Library

SUBMISSION ID: R04A-BATANC-0405

Analysis of Academic Performance of Six-Year-Old and Seven-Year-Old Grade One Pupils in Nasugbu West Central School

Consuelo Sajona

Abstract

INTRODUCTION

Pursuant to the DECS Order No. 65, s. 1994, a National Enrolment Day for Grade I shall be held every last Monday of January for every year beginning January 30, 1995. Under this policy, students may enter a formal school as Grade I students at the age of six instead of the previous rule accepting only seven-year-olds as enrollees. The age requirement will mean that a doubled number of enrollees will be entering Grade I. This study tried to find out how formal early education affects the academic level of performance of six-year-old and seven-year-old Grade 1 pupils enrolled in Nasugbu West Central School. It sought to find out the possible benefits of attending formal early education for a child.

METHODS

The Grade I pupils of NWCS were the subject of this research. The content of the analysis included the academic performance of 40 Grade I pupils aged six years old and forty pupils aged seven years old in three subjects. The data were taken from their Report Card and Transcript of Record. The study used analytical design in determining the effects of early education. The pupils' data were identified from the enrolment list of the school. These pupils represented 14 percent of the total enrolment in Grade I. A total of eighty children were involved in this research.

RESULTS

This study concentrated only on the academic ratings in English, Filipino, and Mathematics of the pupils. Performance of the pupils was done periodically in a school year. Numerical ratings were used. Mathematical skills were not mastered. English and Filipino got a nearing mastery rating. This means that pupils aged 6 can read and also comprehend. The result showed that only the Filipino subject was mastered because pupils of this age can already read and comprehend the concepts very well. Mathematics was nearing mastery and it proved that the skills in the Kindergarten were emphasized. English is also nearing mastery. There was no subject that was not mastered by aged 7 pupils. This shows that grade 1 pupils aged 7 years old perform better than the grade 1 pupils aged 6 years old.

DISCUSSIONS

The results of the research demonstrated that: The grade 1 pupils aged 6 years old were not performing well in the three academic subjects while the grade I pupils aged 7 years old performed well. There was a significant difference in the academic performance in the three academic subjects of the pupils between aged 6 and aged 7. A proposed intervention program was designed for elevating the academic performance of aged 6 pupils in Grade I.

KEYWORDS: early formal education, academic performance

SUBMISSION ID: R04A-BATANP-2168

Analysis of Character Development among Grade I Pupils at Talaga Elementary School

Maximina Recto, Melinda Mendoza, Department of Education, & Rosalina Aspi, Talaga Elementary School

Abstract

INTRODUCTION

Good character education is a good education. Schools today face enormous challenges in educating all young people. By providing the youth with basic academic knowledge and skills as well as promoting their character development, schools can help solve a variety of social problems among the youth.

METHODS

The descriptive and survey method was applied to gather, analyze, and interpret the prevailing findings of this research. The methods used clearly identified the need to determine the necessity for character development among pupils.

RESULTS

This study revealed that a pupil's character can be developed as early as grade one through the following means: by caring and supportive relationships in the classroom and throughout the school, by modeling positive behavior, and by establishing social and emotional interrelationship with elders and peers.

DISCUSSIONS

The school should make a deliberate effort to establish its core ethical values. It should provide the justification for these core values and the behavioral definitions are widely known throughout the school and the parent community. The character development of the pupils should be a collaborative effort among the administration, teachers, and parents of Talaga Elementary School.

KEYWORDS: necessity, character development

SUBMISSION ID: R04A-BATANP-1187

Analysis of Errors Encountered by Grade 7 Students in the Study of Integers: Basis for Proposed Action Plan

Eunika Zurbano, Tanza National Trade School

Abstract

INTRODUCTION

This study used Error Analysis to determine the consistent errors of students in performing basic computations. By using this assessment approach, the teacher may find ways to solve these problems. Since there is an enormous body of literature about error analysis in general, but there are only a few errors of students in solving integers which are considered as one of the basic foundations of Mathematics. The researcher aimed to identify and analyze the most common errors committed by Grade 7 students in the study of integers. In lieu, the result of this analysis was used to design an action plan that would improve students' performance in this particular topic.

METHODS

The respondents of this study was an intact class of seventy-four (74) Grade 7 students who were selected from a group of 19 sections. The study used descriptive and qualitative methods of research. A validated teacher-made 40-item test about integers was administered to the respondents. The test consisted of two categories designed to determine the respondents' Conceptual Understanding and Procedural Skills in the study of Integers.

RESULTS

The study revealed that under Conceptual Understanding, students had difficulties in Comparing Integers (52.25%). Students were confused when they are comparing two negative integers and opposite integers. They tend to forget the negative sign. They always thought that negative numbers have the same value or equivalent to positive numbers. Under Procedural Skills, it was revealed that the students had difficulties in Multiplying Integers with unlike signs (87.16%). Students tend to add or subtract the integers because they were not familiar with the operation of multiplication by using parentheses only. Aside from that error, the students also copied the sign of the integer with the higher absolute value. While other students were just guessing the answers and had a little knowledge of basic multiplication. In addition to this, students were found out that they could not perform well in the procedural skills category because of lack of understanding in terms of comparing integers.

DISCUSSIONS

The salient findings of this study are as follows: The most common errors of the students are: (a) negative numbers have the same value with positive numbers, (b) students disregarded negative sign when performing an operation, and (c) students always affix, as the sign of the answer, the sign of the integer with the higher absolute value in the given.

KEYWORDS: Error Analysis, Integers, Conceptual Understanding, Procedural Skills

SUBMISSION ID: R04A-CAVITP-0084

Analysis of Least Mastered Skills in Science 5: Basis for an Intervention Program

Sheryl Romero & Gerly B. Bajita, Department of Education - San Mateo

Abstract

INTRODUCTION

The Science subject often gets the lowest mastery level in all subject areas. The issue of lack of mastery of science concepts and skills hopes to be addressed through the use of "MAScience" (Multi-media Activities in Science), a computer-generated game using PowerPoint Presentation. These are parallel to the competencies that have to be mastered by the students which appeal to the students' interest, leading them to become 21st-century learners.

METHODS

The descriptive method is used in most branches of science, as well as in the social sciences. The study involved all Grade 5 pupils of Ampid I Elementary School, hence the complete enumeration method was used. Data were collected through a questionnaire and were tallied in a worksheet and were treated statistically. Statistical tools such as mean and frequency counts were used.

RESULTS

Based on the study the following significant findings were found out: The respondents have an almost equal percentage in the gender variable and their age corresponds to the appropriate grade placement. The respondents perceived their economic status as a moderately high factor in their mastery level of science skills, with a mean of 2.84; moderately high along with references and reading materials in science, with a mean of 2.96; and high along with study habits, with a mean of 3.70. They perceive that economic status, references and reading materials in science, and their studies are moderately high and high factors that affect the respondents' mastery level in Science V. ICT-based materials can be developed and utilized to improve the science achievement of pupils.

DISCUSSIONS

A more in-depth investigation should be conducted to include other profile variables and other constructs that may affect pupils' science achievement. The ICT-based materials in Science V should be utilized in the teaching-learning process to improve science achievement. A seminar-workshop should be conducted on the development and utilization of ICT-based materials. This study can be replicated focusing on other aspects of Science as a subject or on other subjects.

KEYWORDS: BALAYSOCHE

SUBMISSION ID: R04A-RIZALP-0340

Analysis of Pupils' Performance in English: Basis for School-Initiated Intervention

Analiza I. Sarmiento, Department of Education

Abstract

INTRODUCTION

This study is focused on pupils' performance in learning English. Since English is our universal language, it becomes an important aspect to have effective communication channels for all countries. In the meantime, the evaluation of subject areas (e.g. English) is used by teachers to improve instruction and it is an integral part of the instructional process. Most tests tell the general achievement compared to the national sample. The conduct of the test should be done to assess pupils' achievement at the end of a particular period. Having said that, analyzing the results of a subject-evaluation is a vital basis for initiating an intervention for the betterment of the instructional process.

METHODS

This study employs a quantitative method of research wherein the analysis of strengths and weaknesses in the four major skills in English are assessed based on the results of the 6th graders' Periodical Test. The documents were analyzed by getting the least mastered competencies, as revealed in the item analysis of the tests and match them to the corresponding English Skill. The results of the analysis serve as the basis for a school-initiated intervention to remedy the gaps among the imbalance in the four major skills.

RESULTS

It could be inferred from the results that the level of pupils' performance in different major skills is varied. The difference is significant. It encourages the teachers to be watchful and alert in the classroom delivery to remedy the gaps among the Listening, Reading, Speaking, and Writing skills. This study also reveals that listening skill is the most mastered skill among the components while the reading is the least mastered. Furthermore, the implementation of the school-initiated intervention significantly bridges the gaps in the imbalance in the teaching program among the 4 major skills.

DISCUSSIONS

School initiated interventions should be made to help pupils overcome difficulties in learning English skills. Incentives and rewards system are important efforts to boost the level of pupils' performance particularly on the English skills where they have weaknesses. In addition to that, it is important to have a balance among the four major skills in English because they play significant roles in developing a high level of proficiency and higher order thinking skills among English learners.

KEYWORDS: Intervention, English, Listening, Reading, Writing, and Speaking

SUBMISSION ID: R04A-LIPAC1-0103

Analysis of Relationships of Approaches to Happiness and Job Satisfaction to Job Performance of Public Secondary School Teachers in Selected Schools in the Division of Cavite

Paolo Christopher Borja, Department of Education - Cavite

Abstract

INTRODUCTION

Happiness, job satisfaction, and job performance are reported in nearly all studies as positively correlated with one another. This study aims to examine this established tenet among professionals in the education sector, specifically the public secondary school teachers in selected schools in the Division of Cavite. Quantitative researches with regard to the said relationships are still lacking despite the promising aid this may bring to public schools here in the country. Further, this research endeavors to empower public institutions to focus on the "happiness" of its faculty members and see if it will bring out a high job performance rate.

METHODS

Researchers gathered data using a standardized survey questionnaire. A three-part survey questionnaire was used as the research instrument. Part I delved on the profile of the respondents. Part II focused on Authentic Happiness as measured in the standardized instrument developed by Christopher Peterson. Lastly, Part III examined the level of job satisfaction of public high school teachers as presented in the Two-Factor Theory of Dr. Frederick Herzberg using the Job Satisfaction Index.

RESULTS

Upon retrieval of the questionnaires, data were organized and tallied employing SPSS in analysis and interpretation of the findings. The Approaches to Happiness of teacher-respondents in terms of Pleasant Life, Good Life, and Meaningful Life garnered overall weighted means of 4.21, 4.16, and 4.36 and interpreted as Mostly Likely Me. Majority of teacher-respondents stated with "Agree" to the statements presented in the Job Satisfaction Index with overall weighted means of 4.20 for motivators and 4.17 for de-motivators. The overall performance of teacher-respondents is 4.16, verbally interpreted as "Very Satisfactory", as revealed in their Individual Performance Commitment and Review Form (IPCRF).

DISCUSSIONS

At last, the result shows that there is a significant relationship between the approaches to happiness and job performance of public secondary school teachers in the selected schools in the Division of Cavite. All these findings indicated that the extent of correlation between the approaches to happiness and job performance and between job satisfaction and job performance are both significant. When these variables are linked with job performance, the outcome revealed that higher degrees of happiness and job satisfaction lead to very satisfactory job performance.

KEYWORDS: Happiness, job satisfaction, job performance, MLR, Division of Cavite

SUBMISSION ID: R04A-CAVITP-0221

**Analysis of the 2016 -2017 Project All Numerates Test Results among
Batangas City East Elementary School Pupils: Basis for Remedial
Teaching Program**

Teresita Perez, Department of Education

Abstract

INTRODUCTION

The importance of establishing a particular knowledge in mathematics is one of the focuses of the Department of Education, especially on how it is perceived as generated and learned, and its impact upon pupils' learning. Some children need to be taught to develop links between known number facts and derived facts. In developing strategies, teaching needs to attend to the structure of number operations as much as to the structure of numbers. While teachers' classroom practices in teaching mathematics were discussed in this study, it is the numeracy knowledge of pupils in mathematics that was the focus of this research. This study analyzed gathered data on the numerical difference among Batangas City East Elementary School pupil's performance in the administrations of 2016- 2017 Project All Numerates Test on three different periods within the start, middle, and end of the school year.

METHODS

This research is descriptive in nature. Descriptive design is used because this study aims to provide an accurate description of a situation or an association between variables from which one can make some statements about a certain group or population. Accuracy and reliability become important considerations. This is also a deductive mode of research in a quantitative study.

RESULTS

Based on the findings presented, becoming numerate is a social activity based on interactions with others. Pupils learn by being challenged and struggling to overcome difficulties. The significant difference between the start of the school year with the end of the school year only shows that becoming numerate enhances as the pupils acquire basic to complicated mathematical ideas. Pupils have calculating strategies but the teacher has the responsibility in helping them refine their methods. Pupil's strategies in calculating are important but they need to learn standard procedures to progress in this knowledge.

DISCUSSIONS

Research which will focus on what it is to be a numerate pupil is recommended. Another supporting research which will identify the beliefs about the best and effective way on how to teach pupils to practically become numerate is highly recommended. Using the devised action plan for Remedial Teaching in Mathematics, that would help improve the mathematical performance of the Non-Numerates Grade I-VI pupils of Batangas City East Elementary School.

KEYWORDS: analysis, project all numerates

SUBMISSION ID: R04A-BATANC-0430

**Analysis of the Written English Essay of Grade Six Pupils of Rosario
West Central School: Basis for Intervention**

Maria Theresa Marasigan, Department of Education -Rosario West Central
School

Abstract

INTRODUCTION

In English language acquisition, it seems that writing is often the last skill to emerge. Reading probably is more difficult because students need to sound out words and understand the author's message. On the other hand, writing might be easier because it is simply sharing one's idea that is already in their heads and putting them on paper. Some pupils were able to produce a good essay as seen from the content and mechanics, but still, others need a lot of corrections in terms of language and structure. Since producing a well-written output is not an easy task, many grammatical errors are made. Very often, learners are not aware of the errors they commit. This makes error analysis very important in the instruction. This process of error analysis will then be the basis for the teacher to develop intervention programs, innovations, and strategies to help pupils improve their writing abilities.

METHODS

The descriptive-quantitative method was employed by the researcher. Data analysis of written essays derived from Corder was used. The conduct of the research started with the development of an expository essay on a specific topic by the pupils. The study is limited to fifty (50) grade six pupils who were randomly selected. The essay was written during their writing lessons in English. The data were gathered and analyzed in terms of frequency, mean, and rank.

RESULTS

The analyzed and interpreted data revealed that the most common error committed by the pupils is on capitalization, with 109 occurrences. This was followed by the error in spelling, use of preposition, subject-verb agreement, the use of singular-plural form, verb tenses, punctuation, use of the article, word choice and pronoun. The results showed that these common errors hinder their ability to write effectively any written essay which is grammatically correct. This will also serve as the basis for introducing new strategies and intervention programs that will help them develop their writing skills and come up with more comprehensive and well-organized written essays.

DISCUSSIONS

This study which focuses on how pupils may develop their skills in writing does not stop by simply knowing the common errors they made. Error analysis is just one way of digging for the possible reasons for pupils' inability to produce a well-written essay. Good communication does not only reveal how a person talks and delivers his/her speech. It can also be seen on how his/her words are put into writing. This will also make every teacher aware of what intervention programs and strategies to use to develop a holistic individual capable of delivering messages both orally and in writing.

KEYWORDS: Error analysis, written essay, intervention, writing

SUBMISSION ID: R04A-BATANP-1816

**Analysis on the Behavioral Characteristics of Selected Grade 8 Students
of ASHI: Basis for Values Formation Program S.Y. 2016 -2017**

Marife Aquino, Amaya School of Home Industries

Abstract

INTRODUCTION

The main purpose of the study is to record and analyze the behavioral characteristics of students with behavioral problems and the intervention that will be used by the teacher to eliminate their undesirable behavior. The participants of the study were the Grade 8 students of Amaya School of Home Industries for the School Year 2016-2017. A stratified sampling technique was used to select the respondents of the study. This involved the division of a population into smaller groups known as strata. The researcher divided the entire target population into different subgroups or strata divided into the 15 sections of grade 8, and then randomly selected the final subjects proportionally for the different section or strata.

METHODS

The descriptive survey method was used in the study. Pre-survey questionnaires and preliminary interviews on structured observations were conducted among the teachers. The students' respondents were the subjects used for gathering empirical data and direct information which are sufficient to supplement the information related to the common misbehavior problems of students in the classroom.

RESULTS

The following findings and conclusions were obtained in this study.

The most common misbehaviors of grade 8 students of ASHI were the do-nothing, the disrupter, the disengaged, the alibier, and the cheater. Teachers used different strategies to reduce or eliminate misbehavior in class.

Creating a lesson out of the behavior is a good way of minimizing the misbehavior of the students and, at the same time, they will learn a lesson from it.

Recognizing appropriate behavior by thanking the students or recognizing them for behaving well will boost students' morale and motivate them to do good work daily.

All the teachers should make rules on the first meeting to promote communication and reduce misunderstandings.

DISCUSSIONS

Based on the findings and conclusions, the following suggestions were recommended:

Assessment of the student's behavior in class must be implemented to determine the common misbehavior of students. This will provide strategies that the teacher can use in solving the problem.

The teacher can create guidelines for the misbehavior which they can use in dealing with behavioral problems.

Teachers are encouraged to conduct values formation programs to develop students' proper behavior towards teachers and fellow students. Rules should be reviewed orally as needed, and are never written in cement. They are working drafts that will be modified in the same way that the law, staff, and student body change.

Teachers are encouraged to attend training and seminar workshops related to handling students' misbehaviors to avoid conflicts between teachers and students.

KEYWORDS: behavior, assessment, guidelines, rules

SUBMISSION ID: R04A-CAVTP-0106

**Analysis on the Linguistic Competence of Grade 12 Students of Padre
Garcia National High School**

Mylene Cuadro, Department of Education - Batangas

Abstract

INTRODUCTION

Writing is one of the macro skills that students must develop to achieve holistic learning. It is true that one of the challenges faced by the teachers is the insufficient mastery of the students in this learning aspect. One of the manifestations that the student possess this writing skill is the effective use of grammar associated with linguistic competence. Nordquist (2016) cited that linguistic competence is the unconscious knowledge of grammar that allows the speaker to use and understand language. Furthermore, this study focuses on how the linguistic competence of students greatly affects their writing skills. It aims to assess the linguistic competence of grade 12 students in a public secondary school. It aims to determine the level of linguistic competence of the students from the different strands and identify the significant difference between their levels of competence. Moreover, a writing supplement was the proposed material to be produced in this study.

METHODS

This study made use of descriptive-analytic research design. Using the random sampling technique, the respondents are 120 students, 30 students per strand (ABM, STEM, TVL HUMSS). A teacher-made multiple choice test consisting of 25 items was the instrument used to gather the necessary responses. The test question was used to determine the linguistic competence of the students coming from the four strands. This employed the two-way ANOVA to determine if there are significant differences between the linguistic competence of the students per strands.

RESULTS

The results showed that students under STEM, ABM, and HUMSS have a very satisfactory level of linguistic competence. The TVL students need assistance and improvement in terms of proper use of grammar. With this result, there is a significant difference between the levels of linguistic competence of the students.

DISCUSSIONS

The results suggested that students under the TVL strand must be intensively taught of grammar through the use of different writing aids. Though these courses mainly focus on the hands-on experience of the student, students must be taught and equipped with the competence they need for holistic learning. It can be improved if the grammar awareness of students will be enhanced through the use of different writing supplements that will help them master the proper use of grammar. The linguistic competence of the students must be enhanced to achieve the skills needed in their future life.

KEYWORDS: writing, competence, grammar

SUBMISSION ID: R04A-BATANP-0386

Analytical Study on Truancy of Students in Pedro A. Paterno National High School

Faith De Leon

Abstract

INTRODUCTION

Truancy is a problem that is seriously affecting the total achievement of every school, in particular, in Pedro A. Paterno National High School. The purpose of this research is to develop a solution that can be proposed to all school administrators to decrease, or eliminate truancy altogether. It is to be initiated at the beginning of our next school year.

METHODS

The researchers applied the descriptive design. It utilized a questionnaire to find the factors that led to the truancy of the students in Pedro A. Paterno National High School. To answer the problems addressed in this study, statistical treatments were used. The entire problems in this study were answered by the following formula provided herein: Percentage (P) = $f / n \times 100\%$

RESULTS

Based on the data gathered, students of 12 - 15 years of age are considered truant. The school factor appeared to be the respondents' most common reason for being truant. As to the academic performance of the truant students in the class, respondents are average and are low performers. The possible solution for addressing the truancy of the students is to have home visitation rather than providing intervention materials while conducting a parent-teacher conference is not a solution.

DISCUSSIONS

The researchers concluded that the students' truancy is when they are 12 - 15 years of age and their leading cause for being truant is the school factor. Home visitation and providing intervention materials are the possible solutions to address the truancy of the students.

KEYWORDS: TRUANCY, FACTORS, ABSENCES

SUBMISSION ID: R04A-BATANP-0255

Analyzing Parental Involvement in Kindergarten of Nangkaan Elementary School

Imee Banayat, Irma O. Amurao, & Juvie C. Bautista, Nangkaan Elementary School

Abstract

INTRODUCTION

Low parental involvement in children's education is one of the major problems teachers of Nangkaan Elementary School currently experiences. The study is conducted to analyze the parental involvement in Kindergarten of Nangkaan Elementary School since it is the foundation of education. Furthermore, it will also help us understand the importance of parental involvement in children's learning performance. It is very necessary to have this kind of study so teachers can encourage parents and make them understand the significance of their role and involvement in their children's optimum development in every step of the way.

At present, our study is currently applied in our school and already used by our kindergarten teacher to increase the Parental Involvement of our parents. Nowadays, it is really hard to attain 100% Parental Involvement especially when parents don't fully accept and understand their role as a parent in promoting and developing the whole well-being of every child. It is for this reason that this study is very timely and important

METHODS

This paper utilized a descriptive research design which used a mixed qualitative and quantitative method of research. In addition, the researchers used a self-constructed questionnaire to gather data. Moreover, findings were supported with unstructured interviews and personal-based observations from the teachers.

RESULTS

Results showed that the majority of the respondents have a low level of parental involvement or they do not engage very well in the education of their children. The researchers believe that these findings should be given focus by the school administration since this aspect is very important in the learning performance of the students.

DISCUSSIONS

The results imply the need to strengthen and improve parental involvement to improve student's performance in school. Low parental involvement means low child's performance in school. The study also has a significant effect on other related research and may consequently contribute to the better implementation of all research studies which tackled about students' education.

KEYWORDS: Parental Involvement, Kindergarten

SUBMISSION ID: R04A-BATANP-0367

Analyzing the Level of Gender-Responsiveness of the Teaching-Learning Materials Used in Mathematics from Grades 1 to 6 in the Division of Cavite

Marilyn Lengson, Mary Jane Luna, & Eva Malimban, Department of Education - Cavite

Abstract

INTRODUCTION

In this study, an attempt was made to analyze the level of gender-responsiveness of the teaching-learning materials used in Mathematics from grades 1 to 6 in the Division of Cavite during SY 2017-2018. This is a survey -based result. In this study, the researchers worked together for making the questionnaires/tools appropriate for the study. The selected Key Teachers in Mathematics from Grades 1 to 6 from 19 municipalities in Division of Cavite were the Key Informants. There were a total of 114 Key Informants whose names were given by their Key Administrator in Mathematics.

METHODS

The study made use of descriptive method research design. The instruments used in gathering data and answering the questions in this study were the Adapted Gender in Education Network in Asia-Pacific (GENIA) Tool 13 questionnaire, informal interview, observation, and documentary analysis. Observation and interview were also used to verify the accuracy of the data. The data gathered from the respondents were treated statistically using the weighted average.

RESULTS

The researchers believed that the result of this study will be of great use in assessing the gender responsiveness of the teaching/ learning materials use in Mathematics. The level of gender responsiveness was analyzed and found out as evidently moderate, as far as gender equality is concerned, in the teaching and learning materials used in classroom mathematics in Grades 1 to 6. The proposed intervention/action plan in gender-responsiveness teaching-learning materials consists of varied activities/strategies/programs which focus on the gender-responsiveness of the teaching-learning materials use in Mathematics

DISCUSSIONS

The teachers should use materials that have equal treatments for women/girls and men/boys. The school should conduct seminar-training on gender-responsiveness for the teachers. Moreover, the teachers should continue attending seminar-training and workshop on gender responsiveness. The proposed intervention/action plan in gender-responsiveness teaching-learning materials can be adopted as a guide for the improvement of the teachers.

KEYWORDS: Gender-Responsiveness, Teaching/Learning, Materials, Mathematics, Action/Intervention Plan, Descriptive Method

SUBMISSION ID: R04A-CAVITP-0197

Ancillary Assignments of Teachers: A Preparatory Professional Development Scheme for Teacher Leadership Enhancement

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Department of Education - Batangas

Abstract

INTRODUCTION

Ancillary services are services provided by educational institutions peripheral to the main educational mission. The two main components of ancillary services are student welfare services and services for the general public.

The purpose of this study is to check if the ancillary tasks assigned to teachers will serve as a preparation for their professional development as leaders in the future.

METHODS

The information and data provided are accumulated by the researchers from the teachers of San Pedro National High School with ancillary assignments in a different area. From the population of 126 faculty and staff, 30 of them are the respondents of this study. In this study, the researchers made use of the descriptive method of research since the data gathered relatively were limited to the main intention of the study which was on the use of data for problem-solving than for hypotheses testing. The data were presented in tabular form and analyzed to answer the specific questions given in the statement of the problem.

RESULTS

This study on the ancillary assignments of teachers which relates to ancillary services provided by educational institutions has proved that teachers' skill flexibility in holding multiple roles help improve teachers' work performance. The teachers succeeded in accomplishing the ancillary tasks assigned by the school head. Furthermore, the perceived level of accomplishment of teachers allows them to work harmoniously with their co-teachers, helps them develop their leadership potentials, and allows them to learn comprehensive input on leadership.

DISCUSSIONS

This study aimed at preparing teachers for enhancing their leadership skills in school. These tasks are performed not for formal promotion but out of their whole-hearted service to the students and for the good of the institution as a whole. Therefore, further studies on how to enhance the leadership ability of teachers are needed to develop more effective leadership skills in the future as changes arise in the educational institution.

KEYWORDS: Ancillary Assignments, Preparatory Professional Development Scheme, Teacher Leadership Enhancement

SUBMISSION ID: R04A-BATANP-2306

**Ang Epekto Ng Paggamit Ng Programang ABAKADAPA Sa Antas Ng
Pag-Unawa Sa Pagbasa Ng Mga Mag-Aaral Sa Ikapitong Baitang
Pangkat Acacia Ng Pambansang Mataas Na Paaralan Ng Dagatan
Dolores, Quezon Sa Panu**

Christian-Raymond Herrera, Department of Education, Dagatan National
High School

Abstract

INTRODUCTION

Maituturing na bahagi na ng pang-araw-araw na gawain ang pagbasa. Isa sa kapangyarihang naihatid ng pagbasa ang pagkakaroon ng karunungan tungkol sa iba't ibang bagay. Isa rin sa kapangyarihan ng pagbasa ang maipadama ang emosyong nakapaloob sa akda na nakapupukaw sa damdamin. Kaakibat ng gawaing ito ang pag-unawa, ang kakayahan na magbigay ng kahulugan at interpretasyon sa binasa. Ang malalim at maayos na pagkakaunawa sa binasa ang maituturing na epektibong pagbabasa. Kaya binigyang-diin ng mga mananaliksik ang pag-unawa sa binasa ng mga mag-aaral sapagkat ang pagbasa nang may pag-unawa ang pangunahing kasanayang dapat matutunan ng mga mag-aaral sa ikapitong baitang. Kaya layunin ng pag-aaral na ito na makabuo ng programang ABAKADAPA upang mapataas ang antas ng kasanayan sa pag-unawa sa pagbasa gamit ang mga akdang pampanitikan ng bansang Pilipinas.

METHODS

Disenyong Palarawan ang ginamit na pamamaraan sa isinagawang pag-aaral kung saan kinapalooban ng pagtatala, paglalarawan, pagpapakahulugan, pagsusuri at paghahambing gayundin ang obserbasyon mula sa resulta at tala ng kinalabasan ng pagsusulit at pagtataya. Pinili ang pangkat Acacia sa ikapitong baitang na bigyan ng mga seleksyon para basahin at sagutan ang mga katanungan upang mapauunlad ang kanilang kasanayan. Ang pagbuo ng programa at pamamaraan ay basehan sa pagpapataas ng antas ng pag-unawa sa pagbasa. At dahil dito, naging batayan ng mga guro sa Filipino ang nilalaman ng programang ABAKADAPA sa pagtuturo ng pagbasa.

RESULTS

Batay sa kinalabasan ng pag-aaral ay mabisa ang implementasyon ng programang ABAKADAPA. Patunay dito ang makabuluhang pagbabago sa antas ng kasanayan sa pagbasa ng mga mag-aaral. Nabatid na may malaking pag-unlad sa resulta ng lebel ng pag-unawa sa pagbasa mula sa 15.68 bahagdan ng Independent hanggang 87.75. Sa pamamagitan ng iba't ibang gawain sa pagbasa, may malaking pag-unlad sa antas ng pag-unawa ng mga mag-aaral na kalahok sa pag-aaral.

DISCUSSIONS

Ang papel na ito ay naglalayong masuri ang antas ng pag-unawa sa pagbasa ng mga mag-aaral. Sinuri ng mga mananaliksik ang epekto ng paggamit ng programang ito at batay sa resulta ng isinagawa ay nagkaroon ng makabuluhang pagbabago sa antas ng kasanayan sa pagbasa ang nasabing mga mag-aaral. Ang resulta nito ay maaaring ipadala sa Department of Education upang sa ganoon ay magsilbing basehan para magkaroon pa ng mga programang makatutulong sa mga guro sa kanilang pagtuturo at gayun din sa mga mag-aaral upang mapataas ang antas o lebel ng kanilang pagkatuto.

KEYWORDS: ABAKADAPA, PHIL IRI, HOTS

SUBMISSION ID: R04A-QUEZON-0309

**Ang Paggamit ng Graphic Organizer sa Pagtuturo ng Maikling Kwento
sa mga Piling Mag-aaral ng Baitang 7 sa Pambansang Mataas na
Paaralan ng Talipan**

Roselyn Acesor, Teacher, Researchers' Association of Department of
Education Quezon

Abstract

INTRODUCTION

Nilayon ng pag-aaral na ito na alamin kung gaano epektibo ng paggamit ng graphic organizer sa pagtuturo ng maikling kwento sa mga piling mag-aaral ng baitang 7 sa Pambansang Mataas na Paaralan ng Talipan. Nilayon din nito na alamin ang antas ng pagkatuto sa maikling kwento ng kontrolado at eksperimentong grupo bago at pagkatapos ng eksperimento.

METHODS

Eksperimentong pamamaraan ang ginamit upang tukuyin ang mga kasagutan sa aksyon riserts na ito. Upang tukuyin ang tagatugon sa pag-aaral, purposive sampling technique ang ginamit ng mananaliksik kung saan may kontrolado at eksperimentong grupo para sa ginawang eksperimento. Upang matukoy ang mga datos sa ginawang pag-aaral, ang pormulang ginamit ay ang mga sumusunod: percentage rating, mean score, t-test for dependent at independent samples.

RESULTS

Napatunayan sa ginawang pag-aaral na may pagtaas sa antas ng pagkatuto ng mga mag-aaral sa maikling kwento gamit ang tradisyunal na pamamaraan ng pagkatuturo. May pagtaas din sa antas ng pagkatuto ng mga mag-aaral gamit ang graphic organizer sa pagtuturo ng maikling kwento. Gayundin, napatunayan na epektibo ang paggamit ng tradisyunal at graphic organizer sa pagtuturo ng maikling kwento sa mga mag-aaral sa baitang 7.

DISCUSSIONS

Higit na nagpakita ng pagkaepektibo ang paggamit ng graphic organizer sa pagtuturo mula sa mga datos na nakuha. Dahil dito, mas epektibo ang paggamit ng graphic organizer kaysa sa tradisyunal na pamamaraan ng pagtuturo sa maikling kwento. Nagpakita ang pag-aaral na ito na ang paggamit ng graphic organizer sa pagtuturo ng maikling kwento ay epektibo sa pagpapataas ng antas ng pagkatuto ng mga mag-aaral sa baitang 7 ng Pambansang Mataas na Paaralan ng Talipan.

KEYWORDS: graphic organizer, maikling kwento

SUBMISSION ID: R04A-QUEZON-0229

**Ang Paggamit Ng Sariling Wika Bilang Wikang Panturo Sa Pagtuturo
Ng Matematika Sa Baitang Tatlo Sa Klaster II Ng Santa Rosa, Laguna:
Batayan Sa Pagpapaunlad Ng Kaalaman at Kakayahan**

Jeannie Del Rosario

Abstract

INTRODUCTION

Ang sariling wika ang ginagamit sa pakikipagkomunikasyon at transaksyon upang mabilis na magkaunawaan ang bawat isa. Isa din itong mabisang kasangkapan upang mabilis na maiparating ang saloobin na ideya at damdamin ng isang tao. Sa loob ng pampublikong paaralan ng Baitang 1 hanggang 3, ang ginagamit ng mga mag-aaral ay ang sarili nilang wika at ito ay ang Filipino. Dahil sa wikang ito lubos silang nagkakaunawaan at nakakapagpalitan ng kuro-kuro at opinyon, dumadami din ang kanilang mga kaibigan dahil naipapahayag nila ang kanilang mga saloobin. Sa Pag-aaral na isinagawa ni AA±onuevo (2016) (Ang Filipino Bilang Disiplina: Sakop, Lawak, at Potensiya ng Pagtuturo ng Panitikan Kaugnay ng Bagong Kurikulum Bunsod ng K to 12), ang Filipino ay hindi lamang midyum ng pagtuturo o disiplina; ito ay isang pambansang pananagutan. Ang papel ay kritikal na paglilimita sa sistema ng edukasyon na pinaiiiral sa kasalukuyan, samantalang iginigiit ng Kagawaran ng Edukasyon ang pagpapatupad ng bagong kurikulum kaugnay ng K to 12.

METHODS

Deskriptibong pagsisiyasat ang ginamit sa pananaliksik na ito upang malaman ang epekto at saloobin ng paggamit ng sariling wika sa pagtuturo ng Matematika at performans ng may 250 na kalahok sa pag-aaral na nasa ikatlong baytang na nasa Klaster II ng Lungsod ng Santa Rosa Laguna.

RESULTS

Napatunayan na parehong makabuluhan/tanggapin ang wikang Filipino at Ingles ngunit mas makabuluhan ang wikang Filipino na gamitin sa pagsusulit ayon na rin sa mataas na karaniwang iskor.

DISCUSSIONS

Batay sa pag-aaral, dapat ipagpatuloy ang paggamit ng wikang Filipino bilang midyum sa pagtuturo sa bawat paksa ng aralin upang lubos ang pagkatuto ng mga mag-aaral. Sa kabilang banda, nararapat din naman ipagpatuloy ang paggamit ng wikang Ingles subalit ito ay magiging pangalawang wika lamang.

KEYWORDS: Ang mabilis na pamamaraan sa pagkatuto

SUBMISSION ID: R04A-STAROS-0065

Ang Pag-unawa sa Binasa at Akademikong Pag-unlad ng mga Mag-aaral sa Ika-anim na Baytang

Thelma Allado

Abstract

INTRODUCTION

Reading is a daily activity that primarily aims to understand the symbols, calculate things, and use it by an individual in terms of his or her needs. The research study entitled "Ang Pag-unawa sa Binasa at Akademikong Pag-unlad ng mga Mag-aaral sa Ikaanim na Baytang" intended to gather information regarding the correlation between the level of reading and academic performance in Filipino subject.

METHODS

The type of research used for this study is descriptive-correlational research. This is concerned with the conditions of relationship that exist; practices that prevail; beliefs and processes that are on-going; effects that are being felt or trends that are developing between the two variables, the independent variable, and the dependent variable. Using the fishbowl technique, the students were picked and asked with the given questions arranged by the researchers that are divided into two parts: the first part and second part which is the demographic profile of the respondents and the Philippine Informal Reading Inventory (Phil-IRI) test respectively. To determine if there is a relationship between the level of reading and the academic performance of the students, the Pearson correlation coefficient formula was used.

RESULTS

Since the r_s computed value of -0.010 and the p-value is 0.936, the interpretation of the result is negative low correlated. For this, it states that it must accept the null hypothesis and determine that there is no significant relationship between the two variable.

DISCUSSIONS

Based on the result, the data shows no significant relationship between the two variables. In relation to this, the researchers still recommend giving the students more time, specifically giving a whole period in reading to improve their reading comprehension. Also, the researchers recommended giving more reading materials to help the students, especially in Filipino subject.

KEYWORDS: reading, comprehension, academic performance,

SUBMISSION ID: R04A-CAVITP-1496

Ang Panitikang Popular sa Pagtuturo ng Filipino sa Ika-Anim na Baitang sa Ikalawang Distrito, Klaster 5 ng Dibisyon ng Lungsod ng Calamba: Isang Batayan sa Pagbuo ng Mungkahing Gawain

Rodelio Hernandez, Banlic Elementary School

Abstract

INTRODUCTION

Isa sa mga maituturing na mahahalagang prinsipyo sa pag-aaral ng panitikan at kulturang Pilipino ay nagsisimula sa pagtatatag ng kultura at paglalagat ng matibay na saligan na nakaugat sa buhay ng Pilipino. Hindi ito natatapos sa mga anyong pampanitikang kinilala, kailangan ding bigyan ng matamang pagsusuri ang mga bagong-usbong na akdang panitikan at paraan ng pagpapakita ng sining- Pilipino. Kabilang sa mga ito ang iba't ibang anyo ng panitikang popular. Ang layunin ng pag-aaral na ito ay makita ang kahalagan ng dalas ng paglalakip ng Panitikang Popular sa pagtuturo ng Filipino sa ika-anim na baitang.

METHODS

Ginamit ang diskriptib na paraan na kasama ang mga dokumento sa pagkuha ng mga datos. Ang diskriptib na paraan ay akma kapag ang pag-aaral ay naglalayong malaman ang kasalukuyang katayuan o kondisyon nito. Ito ay naglalayong malaman ang kahalagan ng paglalakip ng panitikang popular sa pagtuturo ng Filipino at ang kaugnayan nito sa interes ng guro at mag-aaral sa asignatura.

RESULTS

Ayon sa pag-aaral, ang mga Panitikang Popular tulad ng tabloid, komiks, at magasin ay may pagkakaiba sa pananaw ng dalawang grupo ng tagasagot ayon sa paglalakip sa pagtuturo ng asignaturang Filipino. Ang Panitikang Popular na social media ay walang pagkakaiba ayon sa pananaw ng mga mag-aaral at mag-aaral. Ang dalas na paglalakip ng Panitikang Popular sa pagtuturo ng asignaturang Filipino at interes ng mga guro at sa mga tabloid, komiks, magasin, at social media lumalabas na tanging ang tabloid at magasin lamang ang nakakuha ng Strong at Moderate na kaugnayan. Samantalang ang komiks at social media naman ay parehong nakakuha ng Weak at Very Weak na kaugnayan. Pinatunayan na makatutulong ang paglalakip ng Panitikang Popular sa pagtuturo ng Filipino upang maiakma ang aralin sa pangangailangan, kakayahan, at interes ng mga pangkasalukuyang guro at mga mag-aaral.

DISCUSSIONS

Maraming paraan ng pagtuturo ang nailunsad sa pamamagitan ng mga seminar at panayam subalit mapapansing iilang guro lamang ang nakikinabang dito at bumabalik pa rin sa makalumang pamamaraan. Ang kakulangan sa sapat na kagamitan at kaalaman upang matagumpay na maisakatuparan ang makabagong pamamaraang natutunan ay nakita sap ag-aaral na ito. Ang pagkahilig ng mga Pilipino sa pagbabasa ng panitikang popular na kinapapalooban ng magagandang istorya ng buhay, pag-ibig, pakikipagsapalaran, pangyayari sa tunay na buhay at makukulay na karanasang nakaukit na sa puso't diwa ng mga mambabasang Pilipino kung kaya't nagsisilbi itong inspirasyon sa kanilang pamumuhay.

KEYWORDS: panitikan, kultura, kaugnayan sa pagtuturo

SUBMISSION ID: R04A-CALAMB-0159

Antifungal Activity of Paragis (Eleusine Indica) Shoot Extract on Dandruff Causing P.Ovale Yeast

Brigida Adoptante, Department of Education

Abstract

INTRODUCTION

Dandruff is a common chronic scalp condition characterized by the flaking of skin at the scalp. This causes mild to severe harm to human integuments associated with the scalp and may also lead to embarrassment as it diminishes a person's confidence essential for his/her well-being. In resolving this unfavorable condition, the process of antimicrobial inhibition will be utilized. The presence of high antifungal and anti-inflammatory properties make paragis a feasible dandruff-causing yeast inhibitor since these properties upon chemical reactions yield antibacterial and pain-relieving compounds.

METHODS

The paragis grass was collected, washed, and minced. The minced grasses were placed in a container filled with ethanol for 5 days maceration. The macerated grass underwent filtration and extraction through an improvised water bath set at 80 degrees Celsius. The extract obtained was diluted with water to meet the experimental design's demand. A nutrient agar solution was heated and poured to a petri dish to act as an environment for the bacteria. A swab of P. ovale was distributed evenly on the petri dish and was left there for 2-day cultivation. The cultured bacteria were checked to ensure that the experiment process is desirable. 4 mini filter disks were soaked for each concentration of the diluted extract for 2 hours and dried afterward. 4 colonies of fungus were transferred to a test tube containing water with 0.9% salinity and left for 2 hours. 8 setups with nutrient agar solution were prepared and evenly distributed with bacteria from the test tube.

RESULTS

The findings revealed that a greater amount of paragis shoot extract and longer exposure time lead to a larger zone of inhibition, therefore, giving greater effectivity. The extract was found to be of tolerable and pleasant smell and of hydrophilic property. Hence, the conclusion that paragis grass is an effective antibiotic for dandruff-causing fungus, P. ovale, and can be utilized as a raw material for a dandruff-preventing shampoo or cleanser.

DISCUSSIONS

Paragis grass was proven to be an effective antimicrobial inhibitor for the dandruff-causing yeast, P. ovale. This was determined using five parameters: (1) the effect of varying amount of paragis shoot extract to the extent of antimicrobial inhibition, (2) the effect of varying exposure time to the extent of antimicrobial inhibition, (3) the difference on the diameters of the zones of inhibition with and without the treatment, (4) the scent tolerance of the extract, and (5) the water solubility of the extract.

KEYWORDS: antimicrobial inhibition, paragis grass, dandruff, agar-disk diffusion method

SUBMISSION ID: R04A-BATANP-2133

Antifungal Property of Radish (*Raphanus Sativus*) Extract: Potential Cure for Athlete's Foot

Aravelle V. Remos, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Due to the Philippines' on-going problem with heavy flooding as well as the skin diseases that they cause, the researcher wanted to find out if radish (*R. Sativus*) can be a possible remedy that can inhibit one of the most prevalent skin diseases caused by flood, the athlete's foot (*T. Mentagrophytes*). Though there have been studies proving that radish extract can inhibit some types of fungi, there was still no study proving that it could also inhibit athlete's foot. Success in this study can provide a cheap alternative in curing the said disease.

METHODS

The main ingredient was collected, extracted, and distilled. The method used in testing the effectiveness was disk diffusion. Testing was conducted to determine whether the Radish extract is a good substitute to expensive anti-fungal treatment available in pharmacies and if it can inhibit the growth of *T. mentagrophytes*, a fungus that can cause athlete's foot. The radish extract and commercially available product were tested on a disc with *T. Mentagrophytes* for 7 days.

RESULTS

The data and results were translated and they showed that the radish extract inhibits delayed the growth of *T. mentagrophytes* around the disk and the commercial product showed unclear zone at all. The anti-fungal property of the radish was not effective at all in inhibiting the growth of *T.mentagrophytes*. Therefore, the result showed that there was an error in experimenting or otherwise, conducting the testing.

DISCUSSIONS

The research study showed that Radish inhibits delayed growth of *T. mentagrophytes*. The researchers suggest that in distilling the extract, one should follow the correct guidelines and instructions so that the experiment will not come up with less effectivity. The researcher believes that using another fungus that causes Athlete's foot should also be tried for testing. The researcher suggests that the production of an ointment out of radish extract can help develop this study. Also, conducting a further study about the other medicinal properties of radish extract is recommended.

KEYWORDS: Disk Diffusion, *Trychophyton Mentagrophytes*, *Raphanus Sativus*, Distilled, Anti-fungal

SUBMISSION ID: R04A-CAVITP-1082

**Anton's Computer Aided Instructional Materials (ACAIM): to Improve
the Numeracy Skills of Grade Six Pupils in Multiplying and Dividing
Fractions and Decimals**

Anthony C. Taberara, Tambis Central Elementary School

Abstract

INTRODUCTION

The 21st-century learners are accustomed to receiving and processing information through multi-sensory methods. Hence, the educational system is meeting the challenge of delivering the curriculum or its contents in ways that activate, engage and motivate the pupils. As a recipient of the DCP of the Division of Surigao del Sur, Tambis Central Elementary School paved the way for ICT integration in teaching with the use of the computer-aided materials. The researcher wanted to use ACAIM as a mode of instruction in improving the numeracy skills of the Grade Six pupils.

METHODS

Prior to the conduct of the study, the teacher-researcher made observations and informal interview to the pupils to discern the reasons or causes for the problems that they were encountering in learning multiplication and division of fractions and decimals. This study used pre and post-test. The pupil's journal and teacher-researcher observations, as well as an informal interview, were used to keep track of the improvements in the performance of the pupils. The study focused on the usage of ACAIM during the First Quarter of the S.Y. 2017-2018 where topics for decimals and fractions were reflected in the K-12 Curriculum.

RESULTS

In this study, the researcher aimed to investigate how Anton's Computer Aided Instructional Materials (researcher's made CAIM) would impact the mastery learning and numeracy skills, particularly in multiplying and dividing fractions and decimals, of the Grade VI pupils. As the researcher watched and listened to his pupils during the study, it was apparent from the start that they were thoroughly enjoying using computer-aided instructional materials and these helped them boost their retention span and mastery learning. Pupils are directly involved in the teaching-learning process especially if presentations have videos and interesting drills. The researcher believed that computer-aided instructional materials could enhance the learning process, especially in Mathematics. The integration of technology, specifically the use of ACAIM, will be an on-going pursuit in the researcher's classroom. Thus, ACAIM would provide them rich opportunities to learn and would give them enough time for mastering the lesson.

DISCUSSIONS

The result of the study supports the notion that the performance level for learning Mathematics has increased through the incorporation of computers and Computer Aided Instructional Materials. The researcher recommends further study in the application of CAIM across learning areas.

KEYWORDS: ACAIM, Numeracy Skills

SUBMISSION ID: R013-SURSUR-0115

**Anxiety as a Factor Affecting Communication Skill in English among
Grade Four Carnation Pupils at Tambo Elementary School**

Mary Jane Maitim, Department of Education

Abstract

INTRODUCTION

With the call of globalization, it seems like everyone is required to learn English. However, we also have to admit that one thing that may hinder us from becoming more globally competitive is our ability to speak using the international language with confidence. One reason is the so-called speaking anxiety which is not cured at the very first stages of the students' life - their years in the elementary level. Speaking anxiety should be addressed properly and, in this case, our education system will be able to produce students and citizens who are very capable of dealing with people. Let us remember that everything starts with communication.

METHODS

This action research utilized descriptive quantitative research design since its main purpose is to know the level of the student's anxiety in speaking and communication in performing in a speaking activity or recitation and their ability to express their needs and wants in the language.

The researcher made use of the 34 grade four students from Carnation section in Tambo Elementary School. To gather data necessary for this research, the researcher used a self-made questionnaire consisting of indicators based on action research variables.

RESULTS

The findings revealed that the students exhibited anxiety inside the classroom. Their performance in speaking, recitation, as well as the way they express their wants, is experienced with anxiety. Moreover, the result showed that the expression of what they want is the best predictor of their anxiety.

DISCUSSIONS

The researcher recommends that the teacher must be a good motivator to lessen the anxiety of the students inside the classroom. They can use appropriate strategies so that students will be at ease inside the classroom. Additionally, the teacher must use different strategies and techniques so that students can express their ideas clearly and able them to communicate what they want. Furthermore, the teacher should use a variety of performance-based activities to enhance students' performance in communication skills. They can also use the suggested plan of action to lessen students' level of anxiety and improve their communication skills.

KEYWORDS: anxiety, communication skills, language apprehension

SUBMISSION ID: R04A-LIPAC1-0092

AP Learning Module: A Basis for Academic Performance of Grade 5 Pupils

Fay Eunice Digma & Shiela Marie Solomon, Alfonso Municipal Association
Of Research Educator

Abstract

INTRODUCTION

There were learning competencies for Araling Panlipunan 5 that were consecutively least mastered by learners for the last two years. These were addressed by producing a tool that was localized and contextualized wherein pupils can get a bigger grasp of what they should learn. This study aimed to realize how Learning Modules in Araling Panlipunan 5 made by selected teachers throughout the Division of Cavite could lead to an explanation of pupils' advancement and to determine whether the use of such materials has effects on the academic performance of pupils.

METHODS

The study used an experimental research design where the researcher gathered the data from the AP pre-test and post-test Learning Outcomes Assessment Results of Grade V-Sampaguita (30 pupils/Experimental Group) and Grade V-Waling-waling (28 pupils/ Controlled Group). The experimental design involved how the researcher exposed one experimental group to the intervention. The researcher used learning modules for the experimental group while lecture-discussion for the controlled group. T-test was used to determine if there was a significant difference between the mean of the two groups.

RESULTS

The ability of both groups was equated at the beginning of the study since the computed t-value -0.61 was lower than the critical values 2.00 and 2.39 at 0.05 and 0.02 levels of significance. In this case, we should accept the null hypothesis that there was no significant difference between the results of pre-tests at the very start. On the other hand, learning was obviously seen on both groups after the study since their means increased but the use of the learning modules in teaching Araling Panlipunan outscored the pupils under the controlled group. We should then reject the null hypothesis since the t-value during the post-test of 4.37 was greater than the critical values 2.00 and 2.40 at 0.05 and 0.02 levels of significance which can now be interpreted as significantly different.

DISCUSSIONS

The results confirmed that pupils can master the competencies aligned to their Grade Level provided that they were equipped with varied materials, like the use of AP Learning Modules, that will lead to their advancement. There was a need for more writers of learners' materials, which supports the call of the Program I-Likha in the Division of Cavite, providing our learners with localized and contextualized tools that will make them gain knowledge and discover more.

KEYWORDS: localized, contextualized, intervention

SUBMISSION ID: R04A-CAVITP-1007

**Applicability and Usability of Performance Tasks in Senior High School
English Subjects to the Work Immersion Communication Needs of
Gulod SHS Students**

Mylene Enriquez, Gulod Senior High School

Abstract

INTRODUCTION

The researcher primarily intended to initially assess the applicability and usefulness of performance tasks in SHS English subjects to the work immersion communication needs of Gulod Senior High School students for the school year 2018-2019. The researcher perceived the functionality of the research outcome in the design and integration of applicable and usable performance tasks in SHS English subjects to their work immersion communication needs. Correspondingly, Gulod SHS students shall benefit through the well- designed performance tasks in attaining the appropriate learning effects.

METHODS

The study utilized descriptive research with 283 Gulod Senior High School students who were chosen through stratified random sampling. A validated researcher-made questionnaire was used in data gathering.

RESULTS

The results showed that the Gulod SHS students were exposed to workplace written and interpersonal oral communication performance tasks. Accordingly, they found these performance tasks appropriate and useful for their work immersion communication needs. Moreover, strand, competency, and industry affiliation have a significant relationship in the perceived applicability and usefulness of performance tasks.

DISCUSSIONS

Guidelines for the planning, design, and implementation or inclusion of context-appropriate and useful performance tasks in SHS English subjects, rigorous monitoring of performance tasks assessments as well as the active participation of students to performance tasks were suggested.

KEYWORDS: Performance tasks, Appropriateness, Usefulness

SUBMISSION ID: R04A-BATANP-1877

Application and Effectiveness of Spark to Grade 3 Pupils of Pacheco Elementary School for S.Y. 2018- 2019

Jonaling Austria & Amorlina Loyola, Pacheco Elementary School

Abstract

INTRODUCTION

The Reading result of Grade 3 pupils in Pacheco Elementary School shows that 7 pupil falls under frustration. This means that most of the pupils cannot comprehend and some can only recognize a few words. At this stage, we expect that our pupils can comprehend the simple short story. We all know that reading with comprehension is very essential in one's abilities not only inside the classroom but also in real life.

METHODS

Researchers used and adopted the PHIL-IRI as the instrument to determine the pupils who will undergo interventions in reading. The pupils were selected according to the result of PHIL-IRI who falls under the frustration level. These pupils were given interventions and effectiveness of SPARK such as 1. Flashcards, 2. One-on-One reading with a teacher, 3. Group reading, 4. Reading chart with questions to be answered, and 5. 11:30 Reading Habit.

RESULTS

The PHIL-IRI Post-test was given to these pupils who fall under the frustration level and results reveal that 4 pupils fall under the Instructional level and 3 pupils were at the Independent level. No more pupils fall under the frustration level.

DISCUSSIONS

The finding shows that applying different interventions on SPARK, those pupils who were initially at the frustration level had improved to instructional and Independent levels. SPARK helps in improving pupils who faced difficulty in reading. Continuous reading not only inside the classroom helped the pupils a lot.

KEYWORDS: PHIL IRI, SPARK, reading

SUBMISSION ID: R04A-CAVITP-1542

Application of Games in Improving Word Recognition in Dolch Basic Sight Words for First Graders at San Felipe Elementary School

Marilou Flotado, San Felipe ES, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

The purpose of this study was to improve the word recognition level of Grade one pupils of San Felipe Elementary School by the end of the first semester. The respondents of this study consisted of seventy (70) Grade One Pupils enrolled at San Felipe Elementary School. The respondents were provided with educational games introducing the Dolch Basic Sight words. In this study, various games were utilized to teach the Dolch basic sight words.

METHODS

To achieve the purpose, the researcher utilized the descriptive method of research. The researcher believes that utilizing the descriptive research helped in understanding the level of the learners' word knowledge in Dolch basic sight words at the beginning of the study until the intervention activity was done.

RESULTS

All the educational games included in this study were carefully selected, taking into consideration the pupil's ability, interest, and safety. In addition to instruction, students were given the opportunity to enjoy the lesson while they are learning.

DISCUSSIONS

The analysis of data revealed that the application of games in teaching Dolch basic sight words had a positive impact on the word recognition level of the learners. The level of word recognition increased when the pre-and post-test data were compared.

KEYWORDS: BASIC SIGHT WORDS

SUBMISSION ID: R04A-BATANP-0112

Application of Interactive Multimedia as Teaching Learning Tools in Mathematics for Kindergarten Learners

Joan Torres

Abstract

INTRODUCTION

Many interactive multimedia programs today are designed as self-contained learning packages which visualize the learners as individuals, working independently and privately. With the advances in educational technology, the way educators teach and shape the way children learn have changed. Teachers are becoming more reliant in engaging learners and keeping them hooked. Screen media are increasingly common in young children's life; it is, therefore, essential to understanding the impact of such technologies such as tablets or e-books for literacy and the best ways for including these technologies in children's routine at home, in childcare or in the classroom.

Technology nowadays is common among schools, offices, and to every individual, as this supports learning and helps in developing knowledge. Integration is the use of technology to enhance, reiterate, present, and assess how students understand the syllabus or the program.

Hence, teachers in early childhood education must understand the diversity of learning styles in the classroom environment. Since each child is likely to have a different learning style, students need a variety of lesson plans and activities to engage the entire class and, to create appropriate lesson plans for the educational program. Teachers can engage the entire class by providing visuals, telling stories, and offering activities that explore the curriculum children need to learn. By incorporating these most common learning styles in lesson plans, teachers can provide an environment that engages the entire class.

METHODS

The study used the descriptive mixed method in the application of interactive multimedia in teaching Mathematics to Kindergarten learners. During the data gathering, the researcher utilized their performance on the pre-test and post-test results.

RESULTS

There is a significant difference between the pre-test and post-test score . There is also a difference in the performance of learners when exposed to interactive media in learning mathematics.

DISCUSSIONS

An assessment test instrument was used in gathering primary data. The test covered was made by the teacher with a table of specifications. The performance from pre-test and post-tests serve as the basis for a proposed set of guidelines in the application of interactive multimedia as a teaching-learning tool in Mathematics.

KEYWORDS: technology, multimedia, learners, respondents, visual learners, interactive, teaching, learning, tool, mathematics

SUBMISSION ID: R04A-BATANP-2128

Application of Mathematical Equation in Activities of Daily Lives

Marie Shelly Seismundo, Department of Education

Abstract

INTRODUCTION

People nowadays complain about the need for students to learn the mathematics equation. It is commonly mistaken as a mere nuisance for students in school. However, we wanted to establish awareness on how the application of Mathematics equation in our daily lives matters.

METHODS

The researchers used a descriptive type of research. This method of research involves the collection of data to test a hypothesis. Researchers' respondents were the one hundred fifty Grade 11 and Grade 12 students of Urdaneta City National High School. The researchers distributed the questionnaires to the respondent and they were given instructions on how they are going to fill them in answering each of the given statement to obtain valid and reliable information.

RESULTS

The students effectively applied mathematics equations in their daily activities based on the computed average weighted mean three and sixty-seven hundredths. The researchers found out that there is a significant relationship on the profile of the respondents to the application of the mathematics equation in their daily activities in terms of their parents' highest educational attainment and strand/track. The researchers also found out that the parent's educational level, instructional strategies and methods, school contexts and programs, self-directed factors, arithmetic ability, and motivation and concentration factors affect the extent application of the respondents on the mathematics equation in their daily life activities.

DISCUSSIONS

The students effectively applied mathematics equations in their daily life activities based on the computed average weighted mean three and sixty-seven hundredths. The researchers found out that there is a significant relationship on the profile of the respondents to the application of mathematics equation in their daily life activities in terms of their parents' highest educational attainment and strand/track. The researchers also found out that the parent's educational level, instructional strategies and methods, school contexts and programs, self-directed factors, arithmetic ability, and motivation and concentration factors affect the extent application of the respondents on mathematics equation in their daily life activities.

KEYWORDS: application, respondents, instructional strategies and methods, school contexts and programs, self-directed, arithmetic ability, motivation, and concentration

SUBMISSION ID: R001-URDANE-0037

**Application of Multiple Intelligence on Behavioral Problems of Pupils in
Balagtas Elementary School**

Melisa Bagsit

Abstract

INTRODUCTION

It is a theory which postulates the different forms of human intelligence. Behavioral problems in school disturb other students.

METHODS

The researcher used a survey questionnaire and interview in this study.

RESULTS

The study revealed that students can work accurately during grouping and learning activities and playing games.

DISCUSSIONS

Plan of action is needed in addressing misbehavior among students. Activities such as PTA conferences, group games, online activities, model appropriate behavior, and plan ahead for safe and appropriate options can mitigate behavioral problems.

KEYWORDS: 445

SUBMISSION ID: R04A-BATANC-0307

**Application of Theory Based Instructional Strategies in Teaching
English among Grade One Pupils in Public Elementary Schools
Division of Batangas City: An Analysis**

Karen Guerra, Department of Education - Batangas City

Abstract

INTRODUCTION

The future of the Filipino children is marred by various forms of uncertainties considering the critical conditions of the Philippine socio-economic and political situations. This study aims to determine the extent of the application of theory-based instructional strategies in teaching English among grade one pupils.

METHODS

This study employed the descriptive method of research since it aims to provide both quantitative and qualitative description, as well as comparison and association between and among the different major research variables that include the application of theory-based instructional strategies in the teaching-learning process and its relationship to the pupils' grade point average during the first and second grading periods.

RESULTS

A conglomeration of varied theory-based instructional strategies adapted to the needs, interests, and abilities of the pupils served as an instructional model.

DISCUSSIONS

Educators in all levels may use theory-based instructional strategies and then innovate them further to strengthen the learners' enhancement of knowledge, skills, and competencies through varied activities aimed at improving the quality of education. The school heads may advise their teachers to integrate the use of theory-based instructional strategies in the teaching-learning process by implementing seminars where the said concern could be prioritized. Future researchers may conduct studies similar or related to this present study to determine current trends and instructional practices in other areas or localities. Teachers of English may adopt/formulate an instructional model that uses the principles of teaching and learning based on educational theories deemed essential in expediting and facilitating the teaching-learning process.

KEYWORDS: needs, interests, abilities

SUBMISSION ID: R04A-BATANC-0484

Applications of Equivalent Fractions in Improving Addition and Subtraction of Fraction Skills

Joan Barrera, Maria Carla Nazareno, & Princes Miesie Anata, NAIC NHS

Abstract

INTRODUCTION

The Philippine education system is perpetually facing challenges especially in its performance in key subjects like Science and Math. In the 2003 Trends in Mathematics and Science Study, the Philippines' 8th-grade students ranked 42nd out of 46 participating countries. Addition and subtraction of fractions are some of the most important skills that a high school student should have already learned. Despite the importance of these skills, many high school students still have difficulty adding and subtracting even simple fractions.

METHODS

The main purpose of this action research is to determine the effectiveness of the application of equivalent fractions in improving addition and subtraction of fraction skills of Grade 11 Bread and Pastry Students. All Bread and Pastry students were given a pre-test on the addition and subtraction of fractions. All students who got a score of 5 and below were the participants of the study and had undergone the intervention program. A post-test was administered to the participants after the conduct of the intervention program to determine if there is an improvement in their addition and subtraction of fraction skills.

RESULTS

Results of the study show that there is no significant difference between the participants' scores in addition and subtraction of fractions when they are grouped according to their sex and section before and after the intervention program was conducted. Furthermore, the results of the study show that there is a significant difference between the participants' scores in addition and subtraction of fractions before and after the conduct of the intervention program. The performance of the participants increased by 272.5% when they applied the idea of equivalent fractions compared to common classroom instruction.

DISCUSSIONS

The results demonstrate the need for various intervention programs to improve the mathematical skills of students. The results also show that the use of equivalent fractions in teaching addition and subtraction of fractions has a positive impact on students' performance.

KEYWORDS: Equivalent fractions, common classroom instruction, addition and subtraction of fractions skills, Experimental Design, Grade 11, Naic National High School - Satellite

SUBMISSION ID: R04A-CAVITP-0910

Apply new Learning to Enrich Resources for Teaching Strategies in Grades I to III

Geralda Resultan

Abstract

INTRODUCTION

Dughan Elementary School has a low-level reading ability based on the PHIL-IRI result in Grade I to Grade III.

Out of 84 pupils in Grade I to Grade III, there were 74 pupils belonging to Frustration level, 10 pupils were in the Instructional level, and no student in the Independent Level.

The basic means of molding children's intellectual capacity is by giving ample needs to address their reading development. Through it, pupils would be able to discover by themselves other learning besides the knowledge they get from teachers and others.

Poor reading habits, irregular attendance, and lack of instructional materials are the main factors in the reading level of the pupils.

METHODS

This study had utilized the descriptive design. Descriptive research is used to describe the pupil's performance from pre-test to post-test. As a statistical treatment, the mean and mean percentage scores had been employed. The research also engaged purposive sampling to particular pupils and the significant difference was measured after employing the strategies and interventions. The researcher correspondingly applied the steps in giving interpositions in particular respondents. The Parent has a vital role in the implementation of this study. They have direct contact in giving interventions with the respondents.

RESULTS

There is an increase in the reading level of the respondents from the frustration level of 38.2% to 18.38%, the instructional level increased from 34.53% to 48.34%, and the independent level increased from 27.27% to 33.28% of Grades I to III pupils. The result further revealed that the different strategies used by the advisers have significant difference after the implementation of interventions. Contextualized materials that have been given by the teachers every day also contributed to the process of teaching and learning, specifically in the pupil to pupil interaction, teacher to pupil interaction, and instructional materials interactions.

DISCUSSIONS

Poor Reading Habits, Lack of Instructional Materials and Irregular Attendance are only some of the few root causes discovered for poor reading in this study. After the intervention, the pupils' performance has increased in terms of their reading level. From the frustration level of 38.2% to 18.38%, from the instructional level of 34.53% to 48.34%, and from the independent level from 27.27% to 33.28% of Grades I to III pupils, there is a significant difference after the implementation. The researcher discovered that new learnings enriched by the teachers have a great impact on the life of the learners. Thus, pupils' performance highlights both the school and teachers' efforts after giving commendable interventions.

KEYWORDS: interventions, frustration, instructional, strategies and Descriptive

SUBMISSION ID: R013-SURSUR-0321

**Proposed Developmental Plan to Minimize Absenteeism among Grade
III - Rose Pupils of Balisong Elementary School**

Mabelle Aranda

Abstract

INTRODUCTION

Educators agree that prompt and regular school attendance is an important key to a student's success. Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students. Going to school regularly is important for a student's education and social skills. Chronically absent students are at a disadvantage both socially and academically. They miss out on critical stages of social interaction and development with their peers.

METHODS

The descriptive research method was used in this study. It describes, with emphasis, the current conditions, practices, situations or any phenomena. A total of thirty (30) respondents were requested to answer the questionnaire

RESULTS

Results showed that health is the primary reason why students are absent from their classes. Pupils encountered difficulties in a classroom environment, personal attitude, teacher factor, and home-related reasons. The proposed development plan may be helpful in motivating pupils to attend classes regularly.

DISCUSSIONS

The results demonstrate the need to make a proposed developmental plan. The consultation among authorities can be done to address the possible gaps in its implementation. Similar studies may be conducted focusing on other variables.

KEYWORDS: absenteeism, attendance, performance, peers

SUBMISSION ID: R04A-BATANP-2316

Arithmetic Readiness Skills of Children with Mild to Moderate Intellectual Disability: Basis for a Proposed Workbook

Loida Garcia, Candelari Elementary School - Main

Abstract

INTRODUCTION

The ultimate goal of the Department of Education (Department of Education) is that no children must be left behind despite the special needs of some children. In Candelaria District, it was noted that these children with mild to moderate intellectual disability (CMMID) are being left behind in the classroom based on their unsatisfactory performance in all subjects, especially in Mathematics. The researcher decided to investigate the arithmetic readiness skills of CMMID. The results of this study will serve as the basis for developing the proposed workbook. It is hoped that through the proposed workbook, the SPED teachers can help manage and facilitate maximum learning of CMMID in their arithmetic skills.

METHODS

The study employed both descriptive-evaluative and descriptive correlational method. The researcher described and evaluated the mathematical readiness skills of CMMID and the teaching strategies and instructional materials used in teaching basic number concepts; writing and summarizing numbers; remembering basic number skills and adding, subtracting, multiplying and dividing whole numbers. The same method was also used to determine the instructional strategies and instructional materials used in teaching the aforementioned variables. The descriptive-evaluative method was further used to determine the suitability of the proposed workbook based on the assessment made by the respondents. On the other hand, the descriptive-correlational method was used to determine the significant relationship between the mathematical readiness skills of CMMID and the instructional strategies and instructional material in teachings.

RESULTS

The pupils were found to be good in most of the competencies in mathematics except for dividing whole numbers. The most utilized strategies in teaching pupils are visual processing and hands-on activities. The mathematical readiness skills of pupils were found to have a positive moderate relationship with teaching strategies and weak correlation with instructional materials. A workbook in arithmetic skills was developed based on the assessments of the respondents. The proposed workbook was found to be suitable.

DISCUSSIONS

Teachers may utilize workbook in mathematics to improve readiness skills. Teachers may use appropriate teaching strategies and instructional materials. The flexibility of the recipient-teachers is also encouraged to sustain the interest of the child. This will help improve and optimize their potentials for maximum learning. The administrators and special education teachers may review and evaluate the effectiveness of the curriculum and plan necessary revisions if needed.

KEYWORDS: ARITHMETIC READINESS, INTELLECTUAL DISABILITY

SUBMISSION ID: R04A-QUEZON-0281

Articulating the English Language through Project Resolute Vocal Training

Joan Tampioc, Department of Education

Abstract

INTRODUCTION

This research-intervention owed its financial support to the Basic Education Research Fund (BERF) of the Department of Education Regional Office V. Language learning is an inevitable tool for acquiring content and participating in communicative processes. English language, through oral means, affects verbal intelligence and is parallel to the reading achievement of the school children.

However, oral language engagement in multilingual classrooms has met only a lengthy gap and few gains as shown in the oral reading and class recitations records. This contrasts the true intent of the K to 12 Multilingual Education in the Philippines.

METHODS

Accepting the development challenge, an intervention - Resolute Vocal Training - was set to supplement the English language classes and develop the oral fluency of forty (40) Grade 4-6 learners. This provided the exercise for developing articulators through vocal exercises and oral performance task. Aimed at measuring the success of the intervention, a methodological triangulation was employed. These involved three processes of data gathering: the Student Oral Language Matrix (SOLOM) interview, the result of the Philippine - Informal Reading Inventory (Phil-IRI), and the Performance-Based Assessment which were drawn from the responses of the Experimental Group and compared to the Controlled Group.

This quasi-experimental pre-test - post-test two-group research design utilized the independent t-test statistically analyzed through SPSS later on. The Performance Task rubrics utilized the 5-point Likert scale.

RESULTS

The result from the comparison of the means of the SOLOM after treatment for Pronunciation revealed a significant difference of 0.002 still below the margin .05, while the SOLOM after treatment comparisons of means showed 0.044 which is slightly above the marginal point. A complimenting weighted mean for Performance-Based Assessment was found in T-test and Group Statistic analysis.

DISCUSSIONS

The 30-session Resolute Vocal Training intervention is proven viable in responding to the demands of the English Language. Oral fluency deems to meet the communicative language strand in the current Philippine Qualification Framework of Basic Education. This is manifested in the receptive listening comprehension and active learners' metalanguage. The rhythm, pace, articulation and voicing out of thoughts encompassed the communicative competence of an effective eloquent speaker, a necessity for thriving in the 21st century.

KEYWORDS: Oral fluency, Vocal Training, PHIL-IRI, SOLOM, Performance Task, BERF

SUBMISSION ID: R005-CAMSUR-0031

Asean Integration Challenges and Change Management Practices: their Impact on Language Teachers' Perception on Curriculum, its Delivery, and Assessment

Josefina Fabra, Punta Integrated School

Abstract

INTRODUCTION

Anchored on the aim of ASEAN Integration to produce a greater number of knowledgeable, skilled, and globally competent graduates, the main purpose of this study was to determine the challenges of ASEAN Integration in the Public Secondary educational system and assess the management practices of School Leaders and Its Impact on the Language Teachers' Perception on the Curriculum, its Delivery, and Assessment.

METHODS

The descriptive method of research was utilized in this study. A survey questionnaire was the primary source of obtaining data provided to 21 Public Secondary School Heads and 143 language teachers in the Division of Calamba City using total enumeration as a sampling technique.

RESULTS

The findings revealed that the assessment of the School Heads in the Public Secondary Education in Calamba City is Challenged with regards to the problems on equity and quality of education encountered in relation to ASEAN Integration. However, the school leaders' change management practices are worthy despite the challenging issues that confront them as school managers. Moreover, the challenges faced by the school leaders in the delivery of equity and quality education services have a significant relationship to the degree of change management practices they employ in their respective schools. And significantly, the language teachers perceived them to be supportive in the delivery and assessment of the curriculum.

DISCUSSIONS

The results show that there are problems on equity and quality of education in the Division of Calamba since School Heads are challenged. However, their change management practices for equity and quality of education is very satisfactory despite the challenges they encountered as regards ASEAN Integration in the curriculum. Thus, the perception of the language teachers on the change of management practices among school leaders in relation to the curriculum is positive for the reason that the school heads are supportive with regards to curriculum delivery and assessment. This positive perception of the teachers among their School Heads is an indicator of the strength of the program in the public educational system.

KEYWORDS: ASEAN Integration, School Head, Management Practices, Curriculum

SUBMISSION ID: R04A-CALAMB-0209

Asean Integration to Education in Selected Higher Educational Institutions: An Analysis

Allan Victor Katigbak, Department of Education - San Pablo

Abstract

INTRODUCTION

The main purpose of this study is to analyze the level of commitment and effectiveness of the implementation of ASEAN Integration in higher educational institutions in the Region 4A in the Philippines. The participants in the study were the administrators, presidents, vice presidents, deans, program chairs, and department heads of selected schools. The participating schools are located in the province of Quezon and San Pablo City, Laguna.

As a tool, a self-made questionnaire was constructed and used for data collection. The indicators were on the ASEAN Integration materials from the ASEAN Secretariat stating the Roles in Education towards ASEAN goals. The three (3) pillars are: (a) Politics and security (b) Economics, and (c) Socio-Cultural.

METHODS

Weighted Mean, T-test was used to determine the significant difference of effectiveness and commitment of respondent schools to the ASEAN Integration. The quantitative research design was made for finding and interpreting the results. Purposive sampling was used.

RESULTS

The results and findings of the study presented the level of commitment and effectiveness of the ASEAN integration implementation. The findings of this study have a high acceptable internal consistency (Cronbach Alpha= .919). The Implementation of ASEAN integration was interpreted as effective in terms of politics and security. In economic and socio-cultural aspects, it was interpreted as highly effective respectively. For the level of commitment in terms of politics and security, economics and socio-cultural, it was interpreted as highly committed in the level of commitment to ASEAN Integration. The test of difference comparing the levels of effectiveness and commitment with computed t-value is -3.324 and it has a p-value (0.002) that is less than the level of significance (0.01), thus the null hypothesis was rejected. Therefore, the level of effectiveness and commitment to ASEAN integration was significantly different.

DISCUSSIONS

The recommendations of the researcher were as follows: To promote cultural awareness among teachers through exchange programs, coordinate for exchange foreign students program, strengthen cooperation between education and business sectors, participate in the publication of international research journals, participate in international research conventions, promote cultural awareness among teachers through incorporation of faculty development activities abroad, and enhance the knowledge of school leaders on politics and security at regional level.

KEYWORDS: ASEAN INTEGRATION

SUBMISSION ID: R04A-SANPAB-0019

Asiactive at MNHS: Activating Schema on Concept Building in Asian History among Grade 7 Learners at Mataasnakahoy National High School

Charito Recio, Department of Education

Abstract

INTRODUCTION

This study focused on the concept-building learning skills for the first weeks of teaching Asian History among Grade 7 learners at Mataasnakahoy National High School. The researcher listed down the occurrence of the observed learning behavior of students in building new concepts in Asian History. The potential of this study is that this is an overture to go beyond what is written on the books and to understand more about how the students build concepts. In this sense, the teaching and learning process will be more mutually relative with each other which will possibly lead to learners' higher academic achievement and masterful learning.

METHODS

Qualitative research was utilized through observing daily classes for the first three weeks of classes and anecdotal note-keeping. The proposed research participants are the 20 grade seven students of Mataasnakahoy National High School. The students are selected based on the following criteria: 1) they must be non-repeater Grade 7 students of Mataasnakahoy National High School, 2) they must be noted by the grade 7 teacher as manifesting difficulties in the subject area for the first two weeks of classes, and 3) they must be willing to take part in the study.

RESULTS

Upon the collection of the observation notes during the first weeks of classes in Araling Panlipunan, the teacher arrived with processing strategies when building concepts in Asian History. These strategies are rereading the text, repeating the text, using prior knowledge about the concept, using vernaculars, asking questions, looking for keywords, use of pictures and claim difficulty of the concepts. The following difficulties were noted from the observations made are poor knowledge about the concepts, poor reading ability, lack of study skills and poor vocabulary.

DISCUSSIONS

Upon the collection of the observation notes during the first weeks of classes in AP, the teacher arrived at the following processing strategies when building concepts in Asian History. These strategies are rereading the text, repeating the text, using prior knowledge about the concept, using vernaculars, asking questions, looking for keywords, using pictures, and claiming difficulty of the concepts. One of the Concept building strategies that may be suggested for enhancing students' schema activation skills in building concepts in Asian History is the Hot Seat Activity. Several students will be asked to sit in the "Hot Seat" and answer questions related to the topic of study.

KEYWORDS: Concept building, Asian history, schema activation

SUBMISSION ID: R04A-BATANP-2065

**Aspirations in Education of Muslim Children and their Parents'
Occupational Expectations**

Mylah Sadavao, Teacher

Abstract

INTRODUCTION

97

METHODS

50

RESULTS

39

DISCUSSIONS

56

KEYWORDS: ASPIRATIONS IN EDUCATION OF MUSLIM CHILDREN AND PARENTS'
OCCUPATIONAL EXPECTATIONS

SUBMISSION ID: R012-SARANG-0016

Assembling Consumer Industrial Products Using Instructional Mock-Ups

Cyril Abraham Linguete, Department of Education-Alabat Island National High School

Abstract

INTRODUCTION

Electronic Product Assembly Servicing (EPAS) is one of the specializations offered in Senior High School. This specialization requires a lot of actual activities like assembling and installing industrial products (e.g. TV, photovoltaic, CCTV). Some of the difficulties of students when doing activities include inconvenience, impracticality, the improper designated position of each part and equipment, no proper installation procedure, and its proneness to a possible hazard. In this study, instructional mock-ups such as photovoltaic and Closed Circuit Television (CCTV) were used as innovations in assembling consumer industrial products.

METHODS

An experimental method was used. There were two sessions conducted. There were 45 electronics students who participated in the study. During the first session, the participants used traditional assembling where the equipment was just put in the table with no label and designated position. In the second session, the participants used mock-ups in assembling and installing photovoltaic and Closed Circuit Television (CCTV).

RESULTS

The results revealed that the participants got high scores when there were mock-ups used in assembling and installing the photovoltaic and CCTV than using the traditional assembling. Moreover, since all the necessary equipment, tools, and materials were complete, they easily recognized the terminal connection of the wiring because the mock-ups have diagrams that were easy to understand.

DISCUSSIONS

The results demonstrated the need to use mock-ups in assembling consumer industrial products during actual assessment. Using mock-ups will help students, particularly the Electronics students, see the essential function of assembling and installing industrial products. They also became exposed to the semi-industry setup. For practical purposes, the students will be more familiar with industry experience or job skills. In addition, they will be exposed to their technological skills.

KEYWORDS: mock-up, Electronics, industrial, assembling, installing, CCTV, photovoltaic

SUBMISSION ID: R04A-QUEZON-0204

**Assembling/Repairing Electronic Products and System Trough
Practical Application among Grade Nine Students of Bauan Technical
High School**

Victorino Diola, Bauan Technical High School

Abstract

INTRODUCTION

The rapid development of new products has shortened product time-market and shelf-life, increasing the quantity of wasted used goods. The onslaught of technology opens doors for new gadgets and appliances available to every one of us. They are within our reach because the market offers them at affordable prices. These products are sometimes disposable since we dare not consult technicians or electricians because it will be more costly for people to do so than disposing them and buying a new one. Currently, products are acquired with no plan of disposal of the product. Often, consumers were left with no other choice at the end of a product's life but to dispose of them by throwing them into the trash. The de-manufacturing addresses the question of systematically designing for easier product dismantling and disposal. The two stages of de-manufacturing were assembling - the assembly into its individual components (requiring disassembly analysis) - and recycling the individual materials that constitute each component (requiring component material recycling assessment).

METHODS

The descriptive method of research was used in this study. A descriptive survey was selected because it provides an accurate portrayal or account of characteristics such as behavior, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group.

The practical application approach was also used as a teaching strategy. It has been proven as an effective tool to measure how well the students applied the concept learned into the practical application or the actual representation of the objects they want to assemble, repair, and disassemble.

RESULTS

Based on the results of the study, the practical approach was said to be environment-friendly, model-based solution, process-based, measurable, and involved planning. Different lesson plans covering the topics such as soldering techniques, installation of CCTV and assembling/ disassembling washing machines were developed to show how the practical application approach was used.

DISCUSSIONS

Different distinct features of practical application were used in teaching assembling/disassembling and repairing electronic products. Practical application approach was said to be friendly. Students strongly agreed to this an appliance because they observed and, at the same time, experienced that no appliance or repairable equipment was left to disposal contributing to the destruction of the environment.

KEYWORDS: assembling, disassembling, repairing, assessment

SUBMISSION ID: R04A-BATANC-0520

Assessing Community Involvement in Promoting Brigada Eskwela at Bonliw Elementary School

Ann Michelle Baral, Department of Education

Abstract

INTRODUCTION

Brigada Eskwela plays an important role in supporting the school's preparedness for the opening of classes. It seeks to encourage both the internal and external stakeholders to volunteer materials and non-material resources and services and provide an atmosphere conducive to learning. This research examines community involvement during Brigada Eskwela in Bonliw Elementary School. The specific objectives were: to identify the perception of stakeholders of Bonliw Elementary School regarding Brigada Eskwela; to identify the level of involvement of the community in Brigada Eskwela in terms of attendance and donations; to formulate plans and actions to promote full involvement of the community in Brigada Eskwela.

METHODS

The study was descriptive research set out to assess community involvement in Brigada Eskwela. The school head, teachers and staff, Parent Teacher Association, and some community members of Bonliw constituted the population for this research. Simple random sampling method was used to select the respondents of the study.

RESULTS

The data indicate that the community is much aware of the idea of Brigada Eskwela though unable to fully participate in the activity because community members are not very well informed of the whole program itself. Causes of low participation among the study population are farming activities and poor communication. The attitude towards their children's education and the teacher- community relationship is also low. The challenges of community participation in activities for the improvement of the school include lower household income.

DISCUSSIONS

The involvement of the community in Brigada Eskwela is generally low even though some attempts have already been made to reach out to all community stakeholders. The people attributed their lack of participation to farming activities and poverty among others. There are many problems confronting the people of Bonliw in their attempt to contribute to the improvement of the school. Only a few strategies have been put in place to enhance the community's participation in the improvement of the school.

KEYWORDS: Participation, Assessment, Involvement

SUBMISSION ID: R04A-BATANC-0414

**Assessment of Teachers Numeracy Practices in the Elementary: Basis
to a Crafted School-Based Scheme in Enhancing Mathematics
Instructions**

Rizzalyn Capatoy

Abstract

INTRODUCTION

Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetics like addition, subtraction, multiplication, and division. For example, if one can understand simple mathematical equations such as $2 + 2 = 4$, then one would be considered possessing at least basic numeric knowledge. Substantial aspects of numeracy also include number sense, operation sense, computation, measurement, geometry, probability, and statistics. A numerically literate person can manage and respond to the mathematical demands of life

METHODS

This research gathered its data from the teacher questionnaires directly related to a measure of effectiveness in terms of the gains in class mean test scores (adjusted).

RESULTS

The highly effective, strongly connectionist teachers paid much attention to pupils' understandings. They documented the information about pupils' learning carefully and then used it to inform and develop their teaching.

In contrast, some of the teachers who were only moderately effective used assessment simply to check up on how much of their own teaching had been learned. Any gaps in understanding were dealt with through re-teaching and additional practice. Teachers listening to pupils' methods of mental calculation appeared to be a very effective method of raising their awareness on the importance of assessing pupils' strategies compared to solely relying on markings based only on whether or not pupils arrived at correct answers.

DISCUSSIONS

It would seem that the strongly connectionist teachers were paying a great deal of attention to pupils' knowledge of numeracy. Rather than trying to hold this information in their heads, they were documenting it carefully and then using it to improve their teaching. Free from trying to hold a great deal of information about pupils in their heads, it would seem that these teachers were able to concentrate on the aspects of learning mathematics in line with pupils' attitudes and approaches, both of which are rather harder systematically to assess and record. The strongly transmission orientated teachers used assessment for a different purpose, to check up on teaching rather than to inform teaching.

KEYWORDS: numeracy, numerically literate,

SUBMISSION ID: R04A-TANAUA-0145

**Assessing the Effectiveness of MUSENIP in the Improvement of
Mathematical Skills of Grade Two Pupils in Caridad Ilaya Elementary
School**

Juliana Honeylet Amper, Department of Education

Abstract

INTRODUCTION

CIES, true to its advocacy on #creatingjoyfullearners, conducted a Numeracy Pre-Test to all Grade Two pupils. The said test was given to the Grade 2 pupils in September 2017. To diagnose their numeracy level, a 30-item Numeracy Test from the Division Office was administered, with the scale of 0-10 as Non-numerates and 11-20 as Instructional and 21-30 as Numerates. The result of pre-test administered to 54 Grade Two pupils before the implementation of the Project disclosed that 29 or 54% belonged to the Non-numerate level, 20 or 37% were at the Instructional level, and only 5 or 9% were Numerates.

The study aimed to improve the Mathematical Skills of Grade Two Pupils through MUSENIP (Multi - SEnsorial Numeracy Intervention Program). With the statistical data above, the Researcher, with the consent of the School Principal, decided to form a CIP Team on Numeracy to improve the Mathematical Skills of Grade 2 pupils using MUSENIP.

METHODS

The experimental method of research was used in the completion of this Action Research. The MUSENIP covered the five senses and was scheduled on a daily basis on differentiated activities assigned to all the CIP Team Members. Prepared by the researcher, a total of 29 Grade Two pupils were involved in assessing the effectiveness of MUSENIP through Pre-test and Post-Test.

RESULTS

Based on the test results from the PRE-TEST to POST TEST, 21 out of 29 pupils became NUMERATES or a percentage of 72% was achieved. Eight pupils were still NON-NUMERATES because of some obvious factors such as absenteeism, refusal to learn, pupils' behavior, parents/guardians' attitude, learning difficulties, and nutritional factors. These pupils demonstrated a marked improvement in the division-wide numeracy test after implementation.

DISCUSSIONS

Research has shown that pupils learn best when they are active rather than passive learners. The Theory of Multiple Intelligences addresses different learning styles. Lessons are presented for spatial/visual, logical/Mathematics, musical, body-kinesthetic, interpersonal, verbal/linguistic and involving their sense of taste, touch, and smell too. These techniques were more effective than using chalk- talk, paper and pencil tests, and book-related activities.

KEYWORDS: MUSENIP, CIP, Numeracy Level

SUBMISSION ID: R04A-QUEZON-0172

**Assessing the Financial Literacy among Selected Public Secondary
School Teachers of Maragondon District, Cavite**

Djhoana I. De Luna, Elain Malones, Eula Faith Miracle V. Andam, & Jenette
E. Saburao, Myra Lyn T. Bergunio, CNSHS

Abstract

INTRODUCTION

Financial Literacy is the education and understanding of various financial areas including topics related to managing personal finance, money and investing. This study will examine and assess the level of financial literacy among public secondary teachers, to support the idea that financial education can become an effective tool for the prevention of unhealthy household debt and other negative phenomena connected with inefficient management of personal finances, and find out if this level can be a contributing factor to the performance of teacher in the classroom.

METHODS

Fifteen (15) teachers were randomly selected from four different public secondary schools in Maragondon. They were asked to answer the survey questionnaires on financial literacy that contain their demographic profile and questions set by categories namely: financial knowledge, financial behavior, financial practice, and financial training. To rate each statement in the questionnaire, a Likert scale was used, while to determine the responses of the respondents under each statement of the financial literacy level, the weighted mean and the standard deviation was then utilized.

RESULTS

Results showed that for teacher-respondents' demographic profile, participants are mostly female, ages between 25 to 35, married, in 'Teacher I' position, with one to five years experience in service, with Masters graduate units, and with the most household members of 4. Among the financial literacy level, financial behavior and financial practices got the highest mean rating of 4, which means that the respondents are very knowledgeable about this level, followed by financial knowledge (mean rating of 2.9), and financial training (mean rating of 2.4). Data only shows that 30 % of the respondents are financially literate in terms of financial behavior, 30 % are in financial practice, about 22 % are in financial knowledge, and the remaining 18 % shows financial literacy in terms of financial training.

DISCUSSIONS

Based on the findings of this study, financial literacy, especially financial training, is really needed by the teachers. The Department of Education, through its respective schools, should provide a training program for this so that teachers will become knowledgeable on managing and examining their finances, leading them to live comfortably, be prepared for the future, and contented for them to produce high quality and happy learners.

KEYWORDS: Financial literacy level (financial knowledge, financial behavior, financial practices, financial training)

SUBMISSION ID: R04A-CAVITP-0186

Assessing the Grade 12 SHS Work Immersion on their Task Performance Towards Crafting an Enhancement Activity

Vina Retusto, CIS

Abstract

INTRODUCTION

One of the programs brought by the Senior High School Curriculum is the work immersion that gives students a taste of the real world, a glimpse of what lies ahead after they graduate on the essence of a work setting. Work immersion gives enhancement of the student's capabilities and helps them achieve their self-esteem and prepare their physical, social and mental behavior for their college and employment career. This research would create an enhancement activity for more sustainable learning by assessing the task performance of the Grade 12 SHS students on work immersion for crafting enhancement activities.

METHODS

This study employed a descriptive method of research. It used the survey method in the form of situational evaluative in assessing the work habits, work skills, and social skills of Grade 12 Senior High School students from both the Technical-Vocational and Livelihood Strand and Academic Strand of Calamba Integrated School who underwent immersion during the School Year 2017-2018.

RESULTS

As shown in the results, work habits have an implication on the development of their identities. It is important to have the advancement of their capabilities when it comes to their habits. On the other hand, work skills have the implication of a powerful mindset needed for their skills. However, social skills had the implication of interrelationships that needed their social interaction at all times.

DISCUSSIONS

The students fully met the job requirements in terms of work habits, work skills, and social skills. Work habits develop their identity for the advancement of their capabilities while work skills set their mind for eyeing for versatile opportunities to boost their confidence and gratitude. On the other hand, social skills develop their interrelationship abilities to certain tasks.

KEYWORDS: work immersion, task performance, enhancement activity

SUBMISSION ID: R04A-CALAMB-0222/ R04A-CALAMB-0226

Assessing the Grade 12 SHS Work Immersion on their Task Performance Towards Crafting an Enhancement Activity

Mariecor Limpiado & Vina Restuto, CIS

Abstract

INTRODUCTION

One of the programs brought by the Senior High School Curriculum is the work immersion that gives students a taste of the real world, a glimpse of what lies ahead after they graduate on the essence of a work setting. Work immersion gives enhancement of the student's capabilities and helps them achieve their self-esteem and prepare their physical, social and mental behavior for their college and employment career. This research would create an enhancement activity for more sustainable learning by assessing the task performance of the Grade 12 SHS students on work immersion for crafting enhancement activities.

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KEYWORDS: work immersion, task performance, enhancement activity

SUBMISSION ID: R04A-CALAMB-0222/ R04A-CALAMB-0226

Assessing the Impact of Code-Switching in English as Second Language Classes

Jaina Rose Yambao, Teacher 1

Abstract

INTRODUCTION

Code-switching is extensively used in English as Second Language (ESL) classes. Because of the influence of different cultures and trends, the choice of what language to use is more often considered to convey a message in a non-monolingual approach. In the local setting, teachers come up with their own styles of delivering lectures and sharing ideas in a multilingual manner. Determining the impact and effectiveness of code-switching in terms of student learning is not thoroughly examined among the 21st-century students commonly called as the "millennials". Thus, this study aims to assess the impact of code-switching in ESL millennial classes. The participants are selected teachers who are handling ESL classes in the junior high school level. The impact of code-switching is assessed by comparing student learning outcomes when code-switching is used and when it is not.

METHODS

Statistical methods were used to determine if there are significant differences between the parameters considered.

RESULTS

This study hypothesizes that there is a significant difference between the student learning outcomes when code-switching is used and when it is not with more acceptable results in favor of code-switching.

DISCUSSIONS

Nevertheless, code-switching is an acceptable and more effective method in ESL classes as compared to monolingual approaches. Students gained a better understanding when code-switching is used and their learning outcomes are at par as compared when code-switching is not used.

KEYWORDS: code-switching, second language, monolingualism, multilingual

SUBMISSION ID: R04A-CALAMB-0412

**Assessing the Reading Comprehension Skills of Grade 5 - Hope Pupils
of Gregorio Paradero Elementary School: Basis for a Proposed
Intervention Program**

Maria Joanna Abiad, Department of Education

Abstract

INTRODUCTION

Reading is the basic foundation of learning for without it learning would not be possible. According to Ashley Moore in her article "The Importance of Comprehension Skills in Reading" (2016), it involves finding meaning in the text, summarizing, making inferences, getting the main idea, noting details, answering questions based on the text and applying the different components of reading skills in real life situation. It also requires successful reading comprehension, vocabulary knowledge and fluency in reading to be called reader. The success in reading is manifested if the learners are able to comprehend and give meaning to the text. In this study, the researcher wanted to find an intervention program that will address the difficulty in pupils' reading comprehension for it might be the cause of their low performance in their academic subjects.

METHODS

Quasi-Experimental Method of Research was used because it is one of the most powerful methodologies in finding the causal impact and effectiveness of the reading intervention program on improving the pupils' reading comprehension.

RESULTS

Based on the results obtained, respondents who participated in this research benefited on the conduct of the remedial reading intervention program on their reading skills. Results attested the effectiveness of the Reading Intervention Program on reading performance of the respondents on different reading skills.

DISCUSSIONS

The results show that the remedial reading intervention program focused on the different reading skills greatly helped in improving the reading comprehension skills of the pupils. It incorporates feedback from the teacher and, at the same time, it is an evidence-based strategy that increased the reading fluency and comprehension skills of the pupils. It is also necessary that the school must have a balanced Reading Intervention Program coupled with effective instructional reading materials that will be strictly implemented for its success.

KEYWORDS: reading comprehension, intervention program

SUBMISSION ID: R04A-BATANP-2117

**Assessing the Relationship of Good Reading Comprehension and Skill
in Solving Two to Three Word Problems in Mathematics in Abiacao
Elementary School**

Jocelyn Tano, Department of Education - San Luis

Abstract

INTRODUCTION

The term problem-solving is used in many disciplines, sometimes with different perspectives, and often with different terminologies. The ability to understand the goal of the problem and the rules that could be applied represents the key to solving the problem. Sometimes the problem requires some abstract thinking and formulating a creative solution. Problem-solving refers to the desire for reaching a definite 'goal' from a present condition that is not directly moving toward the goal, or is far from it, or needs more complex logic for finding a missing description of the conditions or steps toward the goal.

METHODS

The researchers used the descriptive qualitative research which aims to identify the possible reasons for getting low scores in solving mathematical word problems and proposed enhanced reading activities that will help minimize difficulties in recognizing mathematical word problems. The subject of the study is the Grade 6 pupils who were identified to have low results in mathematical word problems.

RESULTS

From the analysis and interpretations based on a series of tests, the researcher concluded that one of the contributory factor affecting Grade 6 pupils' abilities to solve two to three step word problems in Mathematics is their reading comprehension. From this case, the researcher collected data from the results of the problem-solving in Mathematics and the results of the reading comprehension of the same group of students. This research also has found out that if pupils only rely on knowing certain keywords as signals for specific operations, we can actually lead them away from trying to understand the problems.

DISCUSSIONS

The researcher interpreted the results and it showed that the poor reading comprehension of students affects their ability to understand the problems to be solved in Mathematics. The description "failed" in comprehension tests also gave the same interpretation of the results in problem-solving in Mathematics. To help pupils improve, they should develop a study schedule to maximize their time for studying that could lead to the improvement of their reading comprehension and mathematical problem-solving skills. There is a need to assist pupils to develop a favorable attitude toward reading different reading materials that suit their interest and age.

KEYWORDS: Problem-solving, perspective, comprehension

SUBMISSION ID: R04A-BATANP-1687

Assessing the Success Indicators of Grade 10 Students: A Directive Instrument to School-Based Academic Guidance Plan

Merry Joy Ching, Teacher I & Delon Ching, Instructor I

Abstract

INTRODUCTION

The K to 12 Basic Education Curriculum of the Department of Education is on its progress of producing college-, work- and entrepreneur-ready students. In making students become college-ready, every school ensures that students are equipped with necessary competencies enough to succeed in any academic endeavor. Junior High schools make certain that Grade 10 completers are prepared in choosing their career path toward success. Helping the class advisers in monitoring and guiding the academic performance of the students, teacher-counselors should be part of the working process since it is part of their educational service. With this in mind, this study describes the success indicators of Grade 10 students that will guide them academically as they proceed to Senior High School. A guidance plan will also be proposed in lieu of the findings of the study.

METHODS

Descriptive and Correlational research design was utilized and this study was participated by 169 randomly selected students. The success profile instrument developed by George D. A. (n.d.) was used and modified to fit the local condition. This is a holistically structured study which enables the development of different areas of the academic profile, ensuring and guiding the students' success in life.

RESULTS

The study revealed that students have a high level of academic skills development, study and thinking skills, personal issues, planning for the future and resource needs. Most of the respondents have high-level use of learning styles and personal purpose but with a medium level of speaking skills. It was found out that there is a positive moderate relationship between and among the variables set in the study which imply that the high level of academic skills development observed is due to the moderately high perspective toward the other success indicators of the student.

DISCUSSIONS

The result of the study guides the teacher-counselor to establish the Project AcadLead of the guidance office included in the academic guidance plan. This enables students to be exposed to several activities that could enhance their academic ability specifically in speaking. The open channel of communication is encouraged for teacher-counselors so that students can seek advice in highlighting their academic status toward future career issues and concerns. Lastly, parenting seminars should be continuously done by the school to inform them of the needs of their children in the promotion of academic success.

KEYWORDS: Success Indicators, Academic Guidance Plan

SUBMISSION ID: R04A-CALAMB-0267

**Assessment of Alternative Learning System Literacy Cum-Livelihood
(Community-Based Training) Program in the Division of San Pablo City**

Marites Eslabon, Department of Education/RMNHS

Abstract

INTRODUCTION

Education can be acquired in any way possible and can also be achieved through formal and informal means. As our 1987 Constitution mandates, education must be accessible to all, not only the formal education but the non-formal education as well. Republic Act 9155 stipulates the Alternative Learning System (ALS) as a free parallel learning system to provide a feasible alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. This program intends to prevent the increase in the number of dropouts, out-of-school youth, and illiteracy in our country and to open more opportunities for the Filipino people.

METHODS

The descriptive type of research was used in this study. It obtained data from the ALS Literacy Cum-Livelihood (Community-Based Training) program graduates in the Division of San Pablo City from the year 2015-2017. They were the out-of-school youth, adult, and professional learners. The researcher randomly chose the respondents who were asked to answer the survey researcher-made questionnaire to assess the effectiveness of the ALS program in terms of the graduates' performance in NC II and their employability.

RESULTS

The study revealed that among the 235 graduates/respondents, half of them were male, married, aged 16-35 years old, and the majority of their mothers were housewives. They have taken their courses because they are interested and inclined in them and they believe in the relevance of the ALS program and objectives. It is revealed that the facilities should be developed and upgraded. The respondents strongly agreed that their trainers were very competent while the need for intensified and strengthened community linkages were still needed. Among the graduates, only 42 have successfully taken and passed the NCII assessment. On the respondents' profile and their job relevance, gender was the only attribute that showed a significant relationship. On the ALS program-related variables and their employability, the teacher's competence showed a significant relationship.

DISCUSSIONS

The results show that any educational program must focus on the following concerns and considerations: the learners' interest and inclinations; the programs' relevance and match for the industry-demands; the facilities' improvement and enhanced community linkages; and the most important of all, the support given to the trainers for they help in producing the skilled workers and they assist them in getting the job that they desire.

KEYWORDS: Non-formal Education, Alternative Learning System, Assessment, National Certificate II, Competence

SUBMISSION ID: R04A-QUEZON-0329

**Assessment of Bullying Incidence among Grade Iv Pupils' of Koronadal
Central Elementary School-1: Basis for the Development of Anti-
Bullying Program**

Rhea Javier

Abstract

INTRODUCTION

Bullying among students in schools is more common than many seem to think. Many believe that at some point in one's life, bullying is inevitable. In schools, particularly in elementary, bullying is a phenomenon that has serious psychological consequences for victims including low psychological well-being, poor social adjustment, psychological distress, and greater risk of developing anxiety and/or depression. In this study, the researcher's ultimate goal is to develop an anti-bullying program pursuant to the laws and orders presented by the Department of Education.

METHODS

This study used Descriptive-Quantitative Method and utilized a researcher made a survey questionnaire. Respondents answered the survey form. Parts of the survey are the demographic profile, bullying profile, effects of bullying, and coping mechanism. The responses of the respondents were analyzed and interpreted. The researcher collated the data in table form. Frequency and percentage were used as a statistical treatment for data analysis.

RESULTS

The study aimed to assess the bullying incidence among pupils in school as the basis for the development of an anti-bullying program. A reliable, validated and pilot-tested researcher-made questionnaire was used to gather data among pupils. The questionnaires elicit data on 1) respondent's profile; 2) bullying profile in terms of where the bullying happens and the types of bullying; 3) effects of bullying; 4) coping mechanism on bullying experiences; and 5) develop an anti-bullying program. Data suggest that training of teachers need to be increasingly encouraged about the standard/proper way of handling victims of bullying. The researcher's ultimate goal is to develop an anti-bullying program. She hopes that this study would help the school, teachers and future educators to be more aware and to consider various practices on how to address and respond to bullying issues within the campus.

DISCUSSIONS

The results demonstrate the need for careful assessment and planning to fully implement the program in addressing the anti-bullying issues/concerns; incorporate the program on School Monitoring, Evaluation, and Plan Adjustment; intensify the Information Education Campaign on Anti-Bullying Program; sustain the activities stipulated in this program by involving multi-stakeholders; fully implement the 4 phases of the "Hawak-Kamay: An Anti-Bullying Campaign"; and to ensure the sustainability of this initiative.

KEYWORDS: assessment, bullying, pupils, anti-bullying program

SUBMISSION ID: R012-KORONA-0014

**Assessment of Character Education Program in Public Elementary
Schools in the District of Binangonan II Division of Rizal**

Mary Anne Magahis, Department of Education

Abstract

INTRODUCTION

Education is considered as the key to progress and development of an individual. It is a never-ending process which shapes every human being to develop his/her skills, improve his/her habits and attitudes, and enhance his/her social relations. With this, schools are faced with the inevitable responsibility of guiding students during the most crucial period of development.

Character education teaches children to value ethical choices and equips them with the tools necessary to recognize those choices. Character education is taught in elementary classrooms through structured, school-wide programs and through the efforts of individual teachers. There is no single best method to address character education. Teachers select one or more techniques to introduce ethical principles to their students.

Character education, as a part of the school curriculum, is a process by which values are formed under the guidance of the teacher and as the student interacts with the environment.

METHODS

The study utilized the descriptive survey research design utilizing a questionnaire checklist as a tool in gathering the needed data.

RESULTS

Based on the findings, the majority of the respondents are females with ages 30 years old and above. Most of them are pursuing graduate education and have been in the service for more than 10 years. Teaching methodologies obtained a weighted mean of 4.58 interpreted as outstanding while the other aspects are interpreted very satisfactory. Sex and educational attainment are not significant in the assessment of teachers in Character Education while age and length of service are significant.

study concluded that the assessment of teachers in Character Education differs significantly when they are grouped in terms of age and length of service. However, the assessment in terms of sex and educational attainment did not differ significantly.

DISCUSSIONS

The study recommended the teaching of Character Education should be strengthened to attain the set objectives. Pupils should be exposed to more activities for the development of their positive traits and characteristics. The proposed plan of action is recommended for implementation. Parallel studies may be conducted considering other variables.

KEYWORDS: CHAR EDUC

SUBMISSION ID: R04A-RIZALP-0308

Assessment of Cornerstone Program as an Intervention to Reduce Drop Out

Arleen B. Bactin & Eulalia I. Marquez, City Schools Division of Dasmariñas

Abstract

INTRODUCTION

Education as an agent to alleviate poverty and effect change. It could not be counted if learners dropped from school and do something else. The increasing rate of dropouts remained a problem and it has a rippling effect in passing poverty to succeeding generations. Thus, dropout issues must be addressed. Francisco E. Barzaga Memorial School (FEBMS) in Dasmariñas City had an average dropout rate of 3.06% from 2011 to 2016. Causes are reportedly due to financial problems and disinterest to school due to poor performance. Collaboration with Couples for Christ and Ateneo de Manila University, through the Cornerstone Program, was implemented to assist at-risk learners and address dropout issues. Tutorials, values-formation, feeding, and parent empowerment activities were provided.

METHODS

Thirty (30) grades 2 and 3 learners, identified as at-risk, had undergone the Cornerstone Program in 2014. This descriptive research, which used descriptive statistics, was conducted in the school year 2018 - 2019 to investigate the promotion, survival, and re-enrollment rates of the participants in three succeeding school years following the completion of the Program. This also assessed the effect of the Program on the overall grades 2 and 3 survival rates.

RESULTS

2014 Cornerstone participants were mostly female, ages 7 to 10 whose abilities in reading English were mostly in Frustration level. The survival rate among the participants in the succeeding three school years had an average of 95.25%. Despite success in mortality and re-enrollment among participants, it did not suffice to affect the overall grades 2 and 3 survival rates, likewise that of the school.

DISCUSSIONS

Truancy and reading ability were two of the indicators for dropping out. Though in number, females dominated the Cornerstone Program enrolment while males were at greater risk of dropping easily due to family problems and disinterest to school caused by the inability to cope in academics. Female participants managed to overcome reading skills issues and remained in school. 2 out of 4 early dropouts among participants managed to go back to school which may indicate the long-term positive effect of the program. Personal and family issues pushed learners to leave school and need intervention. Schools could seek for stakeholders that can provide support in implementing multi-dimensional programs for more at-risk learners. An increase in the number of participants on effective programs like Cornerstone could lessen dropout rates, if not eradicate them entirely. Thus, the promise of education to alleviate poverty could be achieved.

KEYWORDS: school dropout, Cornerstone Program, at-risk learners

SUBMISSION ID: R04A-DASMAR-0039

Assessment of Institutional Plans of Selected Private Schools in Batangas Lipa City Science Integrated National High School

Gerardo Mista, Lipa City Science National High School

Abstract

INTRODUCTION

This study was conducted to assess the institutional plans of selected private schools in Batangas. The assessment focused on: the profile of the principal and teacher-respondents in terms of school, age, gender, civil status, educational attainment, the status of employment, teaching experience; the principal and teacher-respondents' assessment in terms of overall plans; and the specific components of the plan.

METHODS

The instrument used was a researcher-made questionnaire adapted from the Office of Planning Service (OPS-2009) of the Department of Education (Department of Education). The t-test for independent samples showed that there is a significant difference between an assessment of the principal and teacher-respondents on the institutional plans in terms of Targets, Policies, Strategies, Programs, and Projects and Resource Allocation.

RESULTS

The results of one-way ANOVA revealed that there were significant differences between the respondents' assessment towards the institutional plans on: overall plan, strategies when they grouped according to age; overall plan, objectives, targets, policies, strategies and programs and projects when they were grouped according to civil status; over-all plan, policies, strategies and program and projects when they were grouped according to their educational attainment; over-all plan, targets, strategies when they were grouped according to their status of employment; strategies when they were grouped according to teaching experience (years).

DISCUSSIONS

To enhance the institutional plans, faculty members of an institution are encouraged to be part in formulating institutional plans. Engaging them in planning will make them more aware of the plans of an institution. Moreover, teachers and administrators are encouraged to engage in programs or activities. To monitor the improvement, it is also recommended to have working committees that will concretize the thrust of the educational institution using internal communication systems as one way of coordinating the institutional plans. Consultations and discussions of institutional plans with community leaders, parents and pupils are also recommended. This conscientious effort will concretize the thrust of the plans. The researcher encourages other researchers to conduct a study of a similar nature.

KEYWORDS: PLANNING, INSTITUTIONAL PLANS

SUBMISSION ID: R04A-LIPAC1-0220

Assessment of Leadership Skills of Selected Public Elementary School Heads as Perceived by the Teachers in the Division of Lipa City: Basis for Enhancement program

Aleli C. Nitoral, Principal 1

Abstract

INTRODUCTION

The study was conducted to assess the leadership skills of selected school heads in the Division of Lipa City as perceived by the teachers. In this study, different leadership skills such as interpersonal skills, conceptual skills, technical skills, work value orientation and leadership potentialities of the selected school heads were assessed.

METHODS

This study deals on the assessment of the leadership skills of selected public elementary school heads as perceived by the teachers Division of Lipa City. This study uses descriptive research, a process which depicts the phenomena existing among the respondents of the study. The primary source of information needed for the study is the questionnaire aided by informed interviews and observations. Survey research is a technique used for gathering data by asking questions to respondents and requesting them to answer questions enumerated in the questionnaire. The descriptive research designs enable researchers to describe or present the picture of a phenomenon or phenomena under investigation. It is the opposite of analytical research. The respondents involved in the study were 90 teachers in the Division of Lipa City.

RESULTS

According to the Overall Descriptive Statistics of the assessment of the leadership skills by category, the Interpersonal Skills of the selected school heads has a weighted mean of 3.11, ranked 4th, and with a verbal interpretation of Normally Difficult; the Conceptual Skills has a weighted mean of 3.16, ranked 2nd, and with a verbal interpretation of Normally Difficult; the Technical Skills has a weighted mean of 3.05, ranked 5th, and with a verbal interpretation of Normally Difficult; the Work Value Orientation has a weighted mean of 3.14, ranked 3rd, with a verbal interpretation of Normally Difficult; and the Leadership Potentialities which has a weighted mean of 3.25, ranked 1st, and with a verbal interpretation of Normally Difficult. The overall assessment revealed the 3.14 weighted mean and verbal interpretation of Normally Difficult.

DISCUSSIONS

Based on the assessment, the top three ranked leadership skills on selected public elementary schools heads as perceived by the teachers in the Division of Lipa City are the following: (1) Leadership Potentialities (2) Conceptual Skills, (3) Work Value Orientation.

The school principal showed the best practice of their leadership skills as perceived by the respondents from their respected schools. These skills contributed effectively to the teachers' job and created a good relationship with them in school and the community. Their performance in their work as mentors affect teaching performance.

KEYWORDS: Leadership Skills

SUBMISSION ID: R04A-LIPAC1-0158

Assessment of Learners' with Special Educational Needs Basis for Adaptation in Inclusive Education

Debralyn Nesnia, Department of Education - Lemery

Abstract

INTRODUCTION

Assessing learners' ability, as a basis for adaptation in Inclusive Education, is the primary objective of Special Education Teachers. Inclusive education states that all students are welcome to attend regular classes and are supported to learn, contribute and participate in all aspects of the life of the school, for humans are made and born equally and have the rights to live equally. This was the reason for this study as the researcher seeks information to better understand the basis for assessing the learners with special educational needs and have them included in a regular classroom set-up.

METHODS

The researcher aims to know the basis on the level of readiness of learners with special education needs as a foundation for adaptation in a regular class. Assessment tools testing the readiness of the learners with special educational needs were presented. Different strategies utilized by SpEd Teachers in assessing the learners' with special educational needs to be included in the Inclusive Education programs. The teachers continuously conducted the most appropriate assessment tool suited to the ability and capability of the learners.

RESULTS

The assessment tools and the strategies utilized by the SpEd Teachers will serve as the basis in assessing the Learners with Special Educational Need and the results will be used for adaptation in Inclusive Education. This readiness data will fully develop the capability and ability of the learners' in letting them enhance themselves through inclusive education in a regular classroom set-up. Collectively, these results imply the need for additional capacity assessments as well as the need to reassess the assistance provided to developing school systems trying to meet goals set forth by the community.

DISCUSSIONS

Proposed programs that maybe will test or enhance the readiness of learners with special educational needs have to be included in a regular classroom following the curriculum provided to regular learners. And while they are not integrated into inclusion, teachers must make sure that they will continue to aim and persevere in guiding them until they meet the expectations on being in inclusive education. They must understand that each child has individual differences and should not be ignored. The goal is not to make any child "normal", but rather to help them grow and learn together.

KEYWORDS: assessment, Learners' with Special Educational Needs, inclusive education

SUBMISSION ID: R04A-BATANP-0929

Assessment of Learning Outcomes among Kindergarten Learners in the Division of Santa Rosa Laguna: An Assessment

Robert Macalindong, Department of Education

Abstract

INTRODUCTION

Classroom Assessment plays an integral part in determining the developmental progress among kindergarten learners. It may also help to identify if the child is developing adequately or is at risk of development. In Kindergarten, there are several classroom-based standardized assessment tools used and administered such as the ECD or the Philippine Early Childhood Development Checklist and the Progress Report.

DO 8 s. 2015 issued an order on how to provide assessment in Kindergarten level. It prescribes the use of qualitative or non- numerical grading in measuring and track the performance and the expected learning outcomes of five-year-old children.

METHODS

This research study adopted the descriptive method which entails the collection of information through the use of a survey questionnaire that has been administered and answered by randomly selected Kindergarten Teachers in the Division of Santa Rosa City Laguna. To avoid bias, the researcher used simple random sampling through a fishbowl technique to fairly select the respondents.

RESULTS

It was revealed that on the profile of the respondents, 50 or 100 percent were female, most were at age of 31-35 with 30 percent, and with 4 years in service (the highest rate with 10 or 20 percent), with ECE experience (the highest percentage with 37 or 74 percent), and 18 units earned in the graduate program (has the highest percentage with 17 or 34 percent). The ECD has the highest percentage with 48 or 96 percent used as the primary tool in assessing learning outcomes among kindergarten learners. Praising the child for his/her efforts even if the child did not succeed was the usual technique with 3.68 WM. The unavailability of materials was the common problem with 2.62 WM and preparation of teacher-made materials was the countermeasure with 3.72 WM.

DISCUSSIONS

Based on the result and findings, the researcher recommended that: 1. School head must conduct a survey of their kindergarten teachers if they have graduate school units necessary to deepen the understanding of the assessment procedures; 2. The newly entrants in the kindergarten field should be provided with proper training related to the assessment; 3. The administrators should provide standard assessment materials to be used during assessment; 4. Teachers must intensively explain to the parents its purpose; and 5. Administrators should conduct re-orientation in the administration of different assessments in Kindergarten.

KEYWORDS: I can do all things through Christ

SUBMISSION ID: R04A-STAROS-0066

**Assessment of Logical-Mathematical Intelligence of Science
Technology Engineering and Mathematics (STEM) Students in
Baybayin National High School**

Fely M. Capanay, Lalaine Capili, & Mary Dane Laylo, Baybayin National High
School (Grade 7-12)

Abstract

INTRODUCTION

This study aims to assess the characteristics of logical-mathematical intelligence of Science Technology Engineering and Mathematics (STEM) students in Baybayin National High School. Science Technology Engineering and Mathematics (STEM) is under the academic track of the K-12 Curriculum Program. One of the necessities of a STEM learner is his/her basic knowledge of mathematical concepts and formulas. However, some learners are afraid of taking up STEM because of their fear of failures. Thus, descriptive analysis research was employed in this study utilizing a quantitative method.

METHODS

The researchers used the logical-mathematical intelligence exam to test the respondents' logical ability. The respondents need answer 25 questions in the maximum time limit of 45 minutes. This study was conducted among Grade 11 and 12 students, composed of 16 students from the Grade 11 and 13 students from Grade 12 with a total of 29 respondents in all. The exam used is the standardized test, the Mathematical Lateral Logic Test from the University of Kent, and the Department of Science and Technology (DOST) Exam Reviewer.

RESULTS

The result of the study was computed using the formula of weighted mean to determine the characteristics of the respondents in terms of their level of logical-mathematical intelligence. Results showed that the respondents have a highly average logical reasoning with 4.21 weighted mean. In addition, they also possess a highly average scientific mind with a weighted mean of 3.85. Furthermore, in critical analysis, they acquire average intelligence with 3.31 as its weighted mean followed by organizational skills with 3.14 weighted mean. Lastly, mathematical skills have 1.94 weighted mean and verbally interpreted as below average.

DISCUSSIONS

The results are hoped to be of great help in developing the logical-mathematical skills of aspiring STEM students to meet the required grade necessary for passing the subject. This study is beneficial in encouraging students to take the strand.

KEYWORDS: Logic, Intelligence, Engineering, Mathematics, Organization, Logical Reasoning, Scientific Mind, Mathematical Skills, Critical Analysis

SUBMISSION ID: R04A-BATANP-1158

Assessment of Nutritional Status and the Academic Performance of Grade Three at Lemery Pilot Elementary School: Basis for Enhance Feeding Program

Arcelita Ricalde, Department of Education - Lemery

Abstract

INTRODUCTION

The key to obtaining considerable growth in any nation or certain community depends mainly on their quality of education. As generally perceived, the basis of authentic progress must begin with the advancement of human resources. Furthermore, health is one of the exalted factors of academic development in education. It can decrease the rate of academic performance if the state of health is unstable. The unstable nutritional status will inhibit growth, retard mental development, and reduce motivation and energy level, causing a reduction of educational attainment and delay in school entry.

METHODS

To gather information about the present condition, the researcher employed the descriptive method of research. Descriptive research pertains to the process of adequately and accurately interpreting data which were previously gathered, analyzed, classified and tabulated. These data are about existing situations, practices, beliefs, procedures, trends, and cause-effect relationships which will be inferred with or without the help of statistical method. Palar-Calmorin and Calmorin (2000) explained that the descriptive method focuses on the present existing situation and the purpose is to find new truth and causal relationship. The researcher used the data of the school as well as a self-made questionnaire to determine the academic performance of the students. Interviews and observation were also used to substantiate the data needed for the study.

RESULTS

Pupils under wasted and severely wasted nutritional health status greatly affect their performance in terms of their curricular activities. It is a clear indication that even though the school provides a feeding program, still there is a need to upgrade their curricular activities based on the average weighted mean.

DISCUSSIONS

There was a clear sign that the feeding program has an impact on the pupils of the said program. The average weighted mean means that there is a need for a follow up. Through this, the researcher developed an enhanced feeding program which will alleviate the academic performance as well as the nutritional status of the students.

KEYWORDS: enhanced, feeding program, nutritional status

SUBMISSION ID: R04A-BATANP-1368

Assessment of Oral Communication Skills of Humanities and Social Sciences Students: Basis for a Proposed Speech Intervention Program

Cristy Reyes, Lemery Senior High School

Abstract

INTRODUCTION

Effective oral communication skills are an essential ingredient achieving a decent academic performance, increasing employment options, enriching subsequent professional competence and personal efficiency. The goal line of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for intellectual and learning. It is the glue that puts all components of a language. Through talk, students are not only communicating information but also exploring and understanding ideas and concepts, identifying and solving problems, organizing experience and knowledge, expressing and clarifying thoughts, feelings and opinions. Even in the business industry, being competent in oral communication skills plays a vital role since listening and conveying information is crucial in presenting annual reports to meetings.

METHODS

The descriptive method of research was used in the study. Its main purpose is to describe certain phenomena. For these reasons, some authorities in the research described it as a fact-finding information gathering with analytical interpretation. It was designed to collect information about the present and existing conditions about the level of oral communication skills of the Humanities and Social Sciences students. A survey questionnaire served as the main data gathering tool. The respondents of the study are 156 students of Lemery Senior High School particularly from the Humanities and Social Science strand.

RESULTS

Findings revealed that the student's level of oral communication skills was manifested to a great extent. On the other hand, other students got afraid that some listeners might laugh at them when they speak English for they are not sure of their grammar or they are anxious that their pronunciation is incorrect. These reasons make them feel embarrassed to volunteer in answering oral discussions inside the classroom. These were some of the barriers that affect oral communication skills as perceived by the students.

DISCUSSIONS

The results revealed that though the students have not experienced a high level of frustration in oral communication skills, still they need to be engaged in different activities that may enhance their skills in speaking in front of an audience. Students should be engaged in reading different materials at their home, and they must practice speaking in public.

KEYWORDS: oral communication skills, speech intervention program, English language, medium of instruction

SUBMISSION ID: R04A-BATANP-1007

Assessment of Oral Reading Ability of Grade 7 Students in Bauan Technical High School: Basis for a Proposed Reading Intervention Program

Estelita Rivera, Bauan Technical High School

Abstract

INTRODUCTION

Reading is one of the basic skills a child needs to learn and to succeed in life. Developing good reading ability is essential to a child's future academically and professionally as well as in his/her everyday life. Since the old times, educators have searched for effective ways to overcome difficulties in reading. The researcher decided to conduct this study to assess the oral reading ability of the Grade Seven students in Bauan Technical High School. The Phil-IRI result will be the baseline data for determining the status of the oral reading ability of the students. The outgrowth of the study will be the reading intervention program.

METHODS

This study utilized the descriptive method of research to gather information about prevailing conditions or situations for the purpose of description and interpretation. This design was deemed as the most appropriate for this study as this intends to assess the oral reading abilities of Grade 7 students. Aside from the data gathering, the Reading Intervention Program was designed following the three phases namely the input, throughput, and output.

RESULTS

The Oral Reading Ability of the 1166 Grade 7 students, the respondents of the study, fell under the frustration level as a result of the PHIL IRI administered at the beginning of the school year. Reading quickly to get overall meaning, reading carefully to understand a text, and identifying key ideas were the problems mostly encountered by the students. A Reading Program was developed to improve the students' reading prowess and ability by maximizing different alternative resources. Grade 7 students underwent a regular reading remediation program to develop their reading skills.

DISCUSSIONS

The researcher retrieved the evaluation form and the results were tabulated, analyzed, and interpreted with the utmost confidentiality. The results of the PHIL IRI Oral Reading Test for the school year 2018-2019 were taken from the Grade 7 English teachers of BTHS. Aside from this, the problems met by the students in oral reading, such as identifying key ideas, reading quickly to get over-all meaning, working out meaning of difficult words, taking brief/relevant notes, identifying supporting ideas/examples, understanding organization of a text, reading quickly to find information, using own words in note taking, reading carefully to understand a text, as well as the Action Plan, were presented.

KEYWORDS: reading, assessment, comprehension, innovations, intervention, and remediation

SUBMISSION ID: R04A-BATANP-2323

**Assessment of Oral Reading Comprehension of Grade Four Pupils:
Basis for the Preparation of Oral Reading Exercises**

Lorna Reyes, Department of Education Batangas Province/Rosario West
District/Itlutan Elementary School

Abstract

INTRODUCTION

It is a burden for the child to find himself not being able to read. With this in mind, the researcher felt a need to improve and enhance the oral reading comprehension of the Grade IV pupils in Itlutan Elementary School. Based on the result of the Philippine Informal Reading Inventory (PHIL-IRI), it was found out that Grade IV pupils find it hard to comprehend the text when it is orally read. Maybe because they were not exposed to some oral reading exercises that can enhance their oral reading comprehension in English. It is in the foregoing connections that the researcher decided to determine the Oral Reading Comprehension of the Grade Four Pupils in Itlutan Elementary School.

METHODS

This sought to determine the oral reading performance of the pupil-respondents based on the diagnostic examination with reference to literal, inferential and critical levels. In lieu of this, a follow-up interview was conducted to determine the problems encountered in the given oral reading diagnostic test. This study utilized the descriptive method of research to analyze the oral reading comprehension of the Grade IV pupils. Validated questionnaire and diagnostic test were the main tools in gathering data. To interpret the data, the researcher employed percentage, ranking, and frequency.

RESULTS

The findings revealed that majority of the pupil-respondents obtained a low level of performance in the oral examination. Most of the respondents perceived the critical level as the part of the examination that is difficult to answer. The pupils performed best in the literal level and least on the critical level of reading comprehension. Meanwhile, most of the respondents believed that the major problems that they encountered in the diagnostic test were: identifying the main idea of the selection, understanding confusing words and sentences, explaining the author's purpose, and making educated guesses or prediction.

DISCUSSIONS

As shown by the results of this study, pupils encountered some problems that hinder their oral reading comprehension. In response to these problems, the researcher developed a compilation of oral reading exercises including their different levels of comprehension. The researchers suggested that the proposed oral reading exercises can be tried out by the teachers in the school to enhance the reading comprehension and competence of their pupils.

KEYWORDS: Oral reading, reading performance, literal, inferential, critical

SUBMISSION ID: R04A-BATANP-0474

Assessment of Private School Administrators Capacity in Preparation of Documents for Government Permit to Operate

Elvie Malaluan, Department of Education - Lipa City

Abstract

INTRODUCTION

The regional office, through the Quality Assurance Division, issued a Memorandum " Online Submission of Application for New Government Permit, Renewal of Permit to Operate and Government Recognition of Private Schools to the Regional Office" last June 23, 2015. Through this, a detailed step-by-step guide for processing documents were given to guide school administrators in the preparation of documents.

METHODS

The researchers utilized the questionnaire which was distributed to 41 school administrators during the assembly held last June 2, 2017, at the University of Batangas. All the accomplished questionnaires were collected and tabulated.

SAMPLING DESIGN

The respondents to this action research were the 41 school administrators of private schools applying for new, renewal, and recognition of the government permit to operate.

DATA COLLECTION

The questionnaire was used to gather baseline data for this action research. This study aimed to assess the capacity of school administrators in preparing documents for their government permit to operate.

RESULTS

When it comes to their degree, 18 or 43.90% of the school administrators graduated with the degree of Bachelor of Elementary Education, 10 or 24.39% graduated with the degree of Bachelor of Secondary Education, and 13 or 31.71 % are non-education graduates. For the post-baccalaureate degree, 19 or 46.34% have their Masters Degree while 22 or 53.66% have no Master Degree. Only 4 or 9.76% have a doctoral degree while 37 or 90.24% have no Ph.D. or Ed.D. units or degree.

One of the primary tasks of the school administrator is the preparation of the documents. For the 41 school administrators, 5 or 12.20% prepared the documents for the first time, 10 or 24.39% prepared the documents for the second time, 8 or 19.51% for the third time, 17 or 41.46% prepared the documents for more than four times. Only 1 has no experience.

The process of preparation of documents is very important. Out of the 41 school administrators 30 or 73.17% are aware of the process and 11 or 26.83 were not aware of the process of document preparation.

DISCUSSIONS

When it comes to the flow of communications regarding the submission of documents, they always received the communication from the SGOD, although they just receive the communication without any actions being done.

Whenever there are meetings regarding the application of the documents, most administrators come, however, no questions were being asked. They have questions in mind but they were not able to ask those questions.

KEYWORDS: Private

SUBMISSION ID: R04A-LIPAC1-0245

**Assessment of Problem-Solving Skills of Grade Five Learners of LPES:
Basis for Proposed Intervention Activities**

Judith Lacorte, Lemery Pilot Elementary School

Abstract

INTRODUCTION

This action research is an attempt to assess the problem-solving skills of Grade Five learners of Lemery Pilot Elementary School. It included the assessment of the learners relative to the strategies used by the teachers and the difficulties they encountered in solving word problems.

METHODS

The study used the descriptive method of research wherein the respondents of the study were 344 Grade Five pupils from the S.Y. 2017- 2018. The researcher used the documentary analysis from tests and questionnaires. They were specifically designed by the researcher for gathering significant data and information needed for this study. The data collected were carefully analyzed, organized, tallied, tabulated, and presented in tables and graphs. Frequency counts, average weighted mean, and ranking were used in the interpretation of data to yield accurate and reliable results for the study.

RESULTS

The findings revealed that the learners' competence in solving word problems need to be enhanced to achieve 75% and a higher target proficiency level. The strategy frequently used by the teacher was "looking for the pattern" as revealed by the responses made by the subjects of this study.

Representation and understanding problems were the difficulties was much felt by the learners, affecting their performance in mathematics. The findings of the study suggests exposing them to a variety of math problem types which will require them to think analytically and use higher order thinking skills. Solving problems using different problem-solving strategies suited to the problems will make them successful math problem solvers.

From the results, intervention activities were crafted and utilized for the improvement of the academic performance of the learners in Mathematics

DISCUSSIONS

School-based in-service trainings for teachers and exposure to various demonstration lessons utilizing the different strategies in problem-solving should be conducted as these methods will improve their competence in providing effective and quality instruction.

Regular observation and monitoring should be conducted by the school head during actual classroom instructions. They must focus on assessing the techniques and strategies in teaching word problem-solving employed by the teachers.

KEYWORDS: Assessment, Problem Solving Skills, Intervention Activities

SUBMISSION ID: R04A-BATANP-2278

Assessment of Pupils' Disciplinary Problems at Tubahan Elementary School

Mary Joy Magboo, Myreen Legarte, Teacher 1, & Lerma Magnaye, Head Teacher 1

Abstract

INTRODUCTION

Classroom discipline is one of the most common problems encountered by the teachers in their day-to-day teaching. Because discipline problems are so prevalent and difficult to solve, many educators and specialists in related fields have attempted to provide help for teachers. Their suggestions come from a variety of perspectives and are based on different assumptions about the purposes of schooling and the capabilities of pupils.

METHODS

The descriptive research design was utilized in this research, with the support of the researcher-made questionnaire. Frequency, percentage, ranking, and weighted mean were the statistical tools used in the study.

RESULTS

There were 8 teachers or 100% said that bullying, tardiness, and attention seeking are the most encountered disciplinary problems in their respective classroom, aside from that, 7 teachers or 99% said that attention seeking was a problem encountered by the teacher respondents

DISCUSSIONS

In this case, the most encountered disciplinary problems identified by the respondents were bullying, tardiness, absenteeism, and attention seeking, so the researcher looked for some activities that will lessen those problems. The action plan was formulated to lessen disciplinary problems inside the classroom. The researcher employed the program to make the pupils behave well all throughout the class hour. After that, the researcher conducted an evaluation or assessment based on the interview, SF2 and anecdotal records. As gleaned from the result of the assessment after the implementation of the program, it showed that the occurrence of disciplinary problems lessened and, therefore, the pupils behave well after conducting the said program.

KEYWORDS: Disciplinary Problems are one of the major problems met by the teachers in the classroom.

SUBMISSION ID: R04A-BATANP-1876

Assessment of Pupils Behavior by Pupils Themselves and Academic Achievement Factor in Science of Grade Six Pupils of Alfonso Central School

Geralyn Alcazar & Ma. Theresa H. Criste, Department of Education

Abstract

INTRODUCTION

Most of the time, teachers complaining about the behavior of the pupils is the usual scenario in the school. Teachers in different grade levels would always mention the names of pupils who would bully and make fun of their classmates, argue with the teachers, and even dare a teacher to beat him off in boxing. People who know students well - their teachers and they themselves - can best assess their behavior since they know themselves well, way much better than others. No one can give sound judgment about a person than the person himself and the people he comes in contact with every day.

METHODS

This study employed the descriptive-correlational research design to determine the relationships between the pupils' behavior and their academic achievement in Science. The academic performance of the pupils was based on their G.P.A. in Science on the First Grading period during the school year 2016-2017. In gathering the data, the researcher utilized a questionnaire which includes the pupils as respondents. The other part of the questionnaire includes the criteria for assessing the pupils' behavior.

RESULTS

The pupils' assessment of their own behavior has a weighted mean of 2.88 which lies at a description which is moderate. This means that many pupils really believed that they are behaving moderately in class. The achievement test resulted in there are 49 respondents in the said achievement test. There were 9 pupils or 19 percent who are rated as satisfactory, 29 pupils or 59 percent who are rated as fair, 11 pupils or 22 percent who are rated as poor. The mean is 78.67 which lies in the range of fair (78-82). The computed chi-square value 7.98 was higher than the critical value of 5.991 at df of 2. This showed a significant relationship between the pupils' behavior and academic achievement because the computed value was greater than the tabulated value at .05 level of significance. The null hypothesis was rejected.

DISCUSSIONS

This study implied that: 1. The pupils were moderate in their behavior in class as assessed by pupils themselves.; 2. The pupils' academic achievement in Science was 78.67 or Fair.; 3. The computed chi-square value of 7.98 which was higher than the critical value 5.991 at .05 level of significance at two degrees of freedom showed a significant relationship between behavior and academic achievement.

KEYWORDS: Assessment of Pupils' Behavior Academic Achievement

SUBMISSION ID: R04A-CAVITP-1056

Assessment of Reading Level in Atisan Elementary School: A Basis for Reading Action Plan

Dexter Pagkaliwagan, Stmo. Rosario Elementary School

Abstract

INTRODUCTION

Despite the effort exerted by Atisan Elementary School, the number of learners falling under the NR and Frustration levels continue to increase. This led the researcher to conduct this action research that will assess the present reading levels of the students and will determine the suited action as stipulated in each action plan per grade level. When the school conducted the Pretest of Phil-IRI, a big number of learners who fell under the Non-Reader and Frustration reading levels which are statistically 26.71% in English and 16.44% in Filipino was reported. This result caught the attention of the researcher and his need to address it. This gave way to the crafting of Reading Action Plans. The main objective was to decrease the number of learners who belong to the Non-Reader and Frustration Levels from 16.44% to 10% in Filipino and from 26.71% to 15% in English Phil-IRI Post Test through the use of Reading Action Plans.

METHODS

The research design utilized was the descriptive method of research. The respondents of the study were 146 learners from Grades 2 to 6. The data were statistically treated with the use of Frequency Distribution and Simple Mean. To ensure the accuracy of the result, the researcher asked the assistance of the teachers to comment on the process of administering the Phil-IRI. Their insights in this process helped in the refinement of this study. Moreover, teachers made action plans which were validated by their colleagues and school head as well.

RESULTS

The results of the Phil-IRI Pre-Test in Atisan Elementary School showed that there were 26.71% of learners who fell under the Non-Reader and Frustration Level English and 16.44% of learners in Filipino fell in the same Reading Levels. After the implementation of the Reading Action Plans, the results of the Phil-IRI Post-Test in Atisan Elementary School showed that there were only 13.01% of learners who fell under Non-Reader and Frustration Level in English and 10% of learners in Filipino fell in the same Reading Levels.

DISCUSSIONS

Reading Action Plans, when strictly followed, play an important part in improving the reading level of the learners in Atisan Elementary School since it was very evident that the number of learners under the reading level of Non-Reader and Frustration decreased. Such reading action plans need to be improved and enhanced to meet the target percentage of learners' improvement in the said reading levels.

KEYWORDS: Reading Action Plans, Reading Intervention

SUBMISSION ID: R04A-SANPAB-0093

Assessment of Reading Readiness for Grade 1 Pupils at Lemery Pilot Elementary School: Basis for Proposed Learning Reading Materials

Marites Enriquez, Department of Education - Lemery

Abstract

INTRODUCTION

Reading is an essential skill that every learner should love and enhance. It is the most important tool for the total development of learning. The first fundamental step of achieving success in reading is the reading readiness of the pupils. Reading Readiness is the first stage of the readers to start reading from coded words down to the development of reading skills. As a teacher of the beginners, the outcomes of the study will serve as the basis for the preparation of learning/reading materials that will enhance their readiness to read. Focusing on the students' interests in selecting reading materials may be more beneficial in promoting reading success than focusing on the reading level.

METHODS

Different remedial programs have been conducted and aimed at increasing the interest of the pupils to read. Likewise, the teachers continuously conducted the most appropriate reading interventions. Hence, the teachers employed reading strategies believed to meet the reading interest and capability of the pupils. From the proposed standard oral reading test, the level of reading readiness of the Grade I pupils was determined. Teachers used reading readiness tests to gauge whether children have the prerequisites for learning to read. The assessments were made to evaluate if a child is struggling with pre-reading activities. If problems show up, teachers can focus instruction on the required skills.

RESULTS

It implies that there should be an intervention or activities given to more than half of the population of Grade I learners. It also indicates that Grade I learners require more attention and guidance from the teachers for them to improve their reading abilities. The process of learning to read should be supported by a caring individual. Teachers must acknowledge the indispensability of reading skills. An effective program of reading instruction should focus on promoting a reading culture among children.

DISCUSSIONS

A proposed reading intervention program should be devised to enhance the Grade I pupils' reading readiness. One way of improving reading readiness is by making reading fun for children. This can be obtainable by providing different learning reading materials that will enhance the reading ability of the children. They will serve as the encouragement by applying different strategies that will gain their interests to achieve the learning and reading readiness goals for every learner.

KEYWORDS: assessment, reading readiness, reading materials, reading intervention

SUBMISSION ID: R04A-BATANP-0932

Assessment of Research Writing Skills among Grade Ten Students in Bukal National High School

Mary Jean Camille Bayhon, Teacher III

Abstract

INTRODUCTION

Research writing is one of the most prominent ways to upgrade learning and to create innovations. Based on the current K to 12 Curriculum, it is already included in the learning competencies of Grade Ten students and their foundation of learning about research from Junior High School. With the existing stigma of the students on the laborious tasks in research writing, the study seeks to identify the perception of the students to enlighten them on their research writing skills. This can be a foundation in honing their writing and research skills.

METHODS

The descriptive method of research was used. One hundred twenty-five Grade 10 students in Bukal National High School responded to the 55-item questionnaire. The researcher-made survey-questionnaire measured the developed research writing skills, the level of learning and difficulties faced by students in research writing.

RESULTS

The students perceived that the developed research competencies are data gathering procedure, formulating a hypothesis, statistical treatment of data, and analysis and interpretation of data. In line with the level of learning in research in different research competencies, data gathering procedure and analysis and interpretation are very evident. Moreover, there is a high degree of perception of the students on the difficulties faced in research writing.

DISCUSSIONS

The results revealed that their developed research skills and their level of learning are very evident. Furthermore, the students considered choosing the right topic as the most frequent difficulty experienced in research writing. Nevertheless, the research addressed the difficulties faced by students in research writing to further improve these skills. As student-researchers, focusing more on the relevance of conducting research is strongly needed.

KEYWORDS: research, writing, skills, data gathering procedure, formulating hypothesis, statistical treatment of data and analysis and interpretation of data

SUBMISSION ID: R04A-BATANP-0569

Assessment of Robotics Program as Perceived by Grade 7- Special Science Class of Alfonso National High School

Elenita Hernando, Teacher

Abstract

INTRODUCTION

The research paper assessed the usefulness of robotic tools and sequential activities as components in the Robotics Program for grade seven (7) Special Science Class of Alfonso National High School for the school year 2017-2018. The teaching and learning process, through which robotics tools were put together with appropriate activities, facilitated the materialization of a more situated, experiential, meaningful and cost-effective learning environment. Also, the study aimed to determine the perception of learners on the robotics program in terms of enhancing learning, fostering teamwork, and developing self-direction.

METHODS

Case study-post survey only research design was used in this study. Here, participants were given detailed discussion as an introductory lecture followed by hands-on application of robotic activities. The population of this study was taken from the sample population of thirty (30) Grade 7 -Special Science Class students of Alfonso National High School for the school year 2017-2018. The researcher utilized statistical treatment procedures in this study like mean, weighted mean, and Pearson product-moment correlation coefficient (r) for the relationship of variables.

RESULTS

Based on the results of the study, the use of robotic tools and activities have a high impact on the learning of Grade 7 students specifically in hands-on application. The findings showed that the variety of materials utilized had a big impact on their perception of the robotics program. Therefore, the use of robotic tools and sequential activities has been effective in teaching and learning a new innovative program which can be added to their existing subjects.

DISCUSSIONS

The proper use of available technologies may develop interest and foster teamwork among students. Also, science and technology infrastructure, if maximized, will multiply or increase hands-on manipulative skills for all its users. Therefore, the robotics program would foster teamwork, enhance learning, and develop self-direction within the group where they actively interact by sharing experiences and take on asymmetry roles. However, proper planning and implementation must be considered to achieve the optimum result.

KEYWORDS: Robotics Program, sequential activities, robotic tools, academic innovation

SUBMISSION ID: R04A-CAVTP-0249

Assessment of School Facilities and its Relation to the Academic Performance of the Senior High School Student

Marry Jean S. Bindoy, Calamba Integrated School
(Adviser: Mariecor Limpiado)

Abstract

INTRODUCTION

School facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teachers' commitment and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, teaching and learning will be compromised. This study aimed to assess the school facilities and its relation to the academic performance of senior high school students.

METHODS

The Simple Random Sampling was used on the survey questionnaire while Stratified Sampling was used on the interview protocol. To achieve this, the Quantitative and Qualitative method was utilized. Survey Questionnaire and Interview Protocol were used to collect data from the respondents. This research design is appropriate because it enables to generate the data and information needed for knowing the relationship of the school facilities to the academic performance of the senior high school students in Calamba Integrated School.

RESULTS

From the findings, school facilities such as the library, canteen, computer, and food laboratory are not properly maintained, resulting in being the lowest in the ranking. These facilities need to be improved to provide a pleasant environment for both teachers and students. The school also needs to take into account the SPED students. In addition, the facilities must prioritize the safety of students and teachers.

DISCUSSIONS

School facilities should be adequately provided in the school. The condition and provision of the school facilities and infrastructure can be improved with the financial allocation from the government as well as from the MOOE. In the future, there should be an allocation for financial support to expand the physical structure and to increase the school's capacity. However, the development and improvement should be done by following the guidelines that have been noted by the authority. An adequate number of school facilities is important in creating a productive learning and teaching environment for students and teachers.

KEYWORDS: facilities, equipment, academic performance

SUBMISSION ID: R04A-CALAMB-0152

**Assessment of Secondary Public School Teachers on the
Implementation of Differentiated Instruction in REINA Cluster,
Division of Quezon**

Ailyn Barrameda, Department of Education

Abstract

INTRODUCTION

The full implementation of the K-12 program, aimed for bridging the insufficient academic year in the Philippine Education system, has called the educational leaders to become more creative and engaging particularly for 21st-century learners. Hence, differentiated instruction can provide an avenue for both the learner and the teacher to create a successful learning opportunity.

METHODS

A quantitative method of research in descriptive design was employed to find out the significant difference in the level of utilization and implementation of differentiated instruction in the three districts of Quezon. This is in accordance with different variables using a validated questionnaire.

RESULTS

There was a significant difference on the assessment of secondary public school teachers of Real and General Nakar in terms of administrative support and teacher instruction, while a significant difference exists between Infanta and General Nakar in terms of student performance and learning. In terms of the effectiveness of differentiated instruction to student engagement, a significant difference was identified between Infanta and General Nakar as well as between Real and General Nakar districts since the computed F value of 18.28 is greater than 3.35 at 0.05 level of significance. This entails rejecting the null hypothesis.

DISCUSSIONS

The result concluded that there is a need to more extensively implement the use of differentiated instruction as one of the strategies for instructional leaders. This will engage students in various classroom activities based on their interests and skills.

KEYWORDS: differentiated instruction, assessment, implementation

SUBMISSION ID: R04A-LUCENA-0011

Assessment of Strengthened Technical Vocational Education Program - Competency-Based Curriculum (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation

Diana Jean D. Delagon, Department of Education

Abstract

INTRODUCTION

The study assessed the Strengthened Technical Vocational Education Program - Competency-Based Curriculum and its aims, learning experiences, learning outcomes, student' self- assessment and attitude towards the enhancement of the curriculum implementation.

METHODS

The study employed a descriptive research design. Questionnaires were used and follow-up interviews were conducted to help the researcher gather the needed information. The respondents of the study were grade ten (10) students and teachers, subject area coordinators, and Department Heads of General Mariano Alvarez Technical High School (GMATHS). The analysis procedure was used as well as statistical procedures such as frequency, percentage, weighted mean, standard deviation and interpretation of mean score to treat all the gathered data.

RESULTS

The respondents of the study believe that it is the commitment of the school to see to it that the needed competencies and qualification for college education, post-secondary education, entrepreneurship, and the world of work were provided to the students. The study also revealed that the subject matter of STVEP - CBC is attained at the school level and is aligned to the training regulation of TESDA. Three teaching strategies were identified as effective in the study: the teacher facilitates interviews, performs an actual demonstration, and links topics to real situations. Providing task sheets, job sheets, operation sheets, and checklist were proven to be effective in project-based learning.

DISCUSSIONS

Although the study revealed favorable findings in the STVEP-CBC implementation, the researcher still feels that there are still important points to be considered to improve its implementation. One factor which seemed to be taken lightly is the students' interests. Students must be the ones choosing their specialization in TVE for this will greatly affect their attitude and performance. Another factor needed to be considered is the important role played by stakeholders in improving the implementation of the curriculum being assessed.

KEYWORDS: Assessment, Strengthened Technical Vocational Education Program, Competency-Based Curriculum

SUBMISSION ID: R04A-CAVITP-0349

**Assessment of Study Habits and their Implications on Students'
Academic Performance of Grade IV-Lilac at West Bauan Central School**

Rodelia Garcia, Department of Education Bauan West District

Abstract

INTRODUCTION

Quality of education is reflected through academic achievements - a function of study habits and study attitudes of the students. An effective student can achieve their goals because of their study habits. A student must know their learning method and study habits for these will help them achieve the goals of education. Learning through good habits is the key process in human behavior.

METHODS

The respondents of the study are 36 pupils of Grade IV - Lilac of West Bauan Central School from First Semester (June - August 2017) only. This study used the descriptive qualitative research design which aims to identify the best strategies for teachers of WBCS in developing positive attitudes of pupils' study habits and academic performance. To gather the necessary data for the study, the researcher used the following tools - grading sheet, checklist, and Project SMART (Studying hard Makes Academic Readiness and Triumphant Future) - to attain the objective of this study.

RESULTS

Through the data collected, it indicates that 61% of pupils have an average of 74 and below in English which did not meet the expectation. 32% got a fairly satisfactory average of 75-79%. 19% fall on the satisfactory grade in three subjects. 14% of pupils got a very satisfactory grade. Only 3% has an outstanding average. Both Mathematics and Science have the same percent of pupils: 22% of pupils got 74 and below which did not meet expectation, 58% got a fairly satisfactory grade, and 19% got a satisfactory grade. In Filipino, the highest percentage fall on a fairly satisfactory average of 75-79%. Based on the results of the study, the following schemes were further stressed: Teachers have a role in guiding pupils develop in them the desirable study habits. Parents have a responsibility in understanding the significance of good study habits and in monitoring their children towards learning. Implementing a program for improving study habits programmer will help the academic performance of the pupils.

DISCUSSIONS

Based on the outcomes of the study, the following impacts were further stressed: Teachers have a role in guiding pupils in helping them improve their desirable study habits. Parents are accountable for understanding the significance of good study habits and for monitoring their children's learning. Implementing study habits programs that will help the academic performance of the pupils is necessary. The researcher used Project SMART to help the pupils become effective, successful, and able in achieving their goals in life.

KEYWORDS: education, human behavior, assessment innovations

SUBMISSION ID: R04A-BATANP-1648

**Assessment of the Effectiveness of K-12 Curriculum Implementation in
Selected Elementary Schools in the Division of Rizal: Basis for Policy
Recommendation**

Ricardo Mondoñedo, Department of Education

Abstract

INTRODUCTION

Education is changing so fast that for schools and universities to cope with new innovations, they should be at the same pace with the tempo of societal changes and technological progress. The schools of today should participate in the educational and social revolution. The curriculum in Philippine schools today has to be geared to the rapid societal changes and the new responsibilities for the new breed of Filipinos. In response to the fast-paced situation in education, R.A. No. 10533 was enacted into law. This is an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing its number of years and is also known as the "Enhanced Basic Education Act of 2013", popularly known as K to 12.

METHODS

Descriptive method of research was used. It involves the manipulation of conditions for the purpose of studying the relative effects of various treatments applied to the subjects of the study. In employing the descriptive research design, a questionnaire-checklist was used as a tool in gathering data pertinent to the research. This study is concerned with determining the extent of effectiveness of the K-12 curriculum implementation in primary and intermediate pupils. Hence, it looks into the existing condition and the emanating culture in the locale of the study while the research is going on.

RESULTS

The study revealed that in terms of intensive training of teachers, both respondents agreed that this component is effective. In terms of the preparation of instructional materials, teachers and principal are "Effective" as indicated in having the highest mean. In terms of provision of physical facilities, the respondent's rated them as "Effective". On the teachers' performance, the response to the questionnaires is interpreted as Very effective. In terms of the pupils' performance, the respondents' rating for these indicators is Effective.

DISCUSSIONS

In light of the findings and significance of the study, the school administrators should utilize the result and use it to enhance programs and activities in the implementation of K-12. They should give work diligently with the Department of Education in the realization of the goals of K-12 curriculum; work hand in hand with the teachers, parents, and students to make the implementation of K-12 more effective; and consistently monitor how the curriculum guidelines and policies are being observed and implemented.

KEYWORDS: curriculum, innovation, administrators

SUBMISSION ID: R04A-RIZALP-0145

Assessment of the English Instructions at Gregorio Agoncillo Elementary School: A Basis for a Proposed Action Plan

Ma. Adeline Buhay

Abstract

INTRODUCTION

English, being one of the major subject areas in school, should have a good quality of instruction not only for the improvement of learners but also of the teachers. It is important to assure the effectiveness and efficiency of the teaching of the subject. Evaluating the components of English instructions is a good start for knowing the areas needing development and expansion. This study aimed to assess the different aspects of teaching the subject and to also know the attitude of pupils towards it.

METHODS

The descriptive method of research was used. The respondents of this study were twelve teachers and 280 pupils of Gregorio Agoncillo Elementary School. A survey questionnaire was used as the main instrument to assess the components of English instruction. The data gathered were tallied and tabulated. Statistical tools such as weighted mean and t-test were utilized for the analysis of data.

RESULTS

The gathered data lead to the findings that both teachers and pupils strongly agreed that English Instructions are well-planned with the use of an effective curriculum. In terms of faculty competence, use of instructional materials, learning environment and classroom management, teachers strongly agreed and learners agreed that the aforementioned components were on its best condition. There was a significant difference between the assessments of the respondents in terms of the five components, with the exception of facilities and instructional materials where it resulted in no significant difference.

DISCUSSIONS

The results of the study showed that English instructions are well executed which lead to the learners' improved understanding of the subject. Moreover, pupils also possess a positive attitude towards English which helps them become more motivated in learning the area faster and easier. It is also concluded that respondents have varied experiences when it comes to studying English. With the said conclusions, an action plan was proposed to help expand the strategies used in teaching. This will help teachers in coping with the trends in teaching and learning the subject.

KEYWORDS: assessment, instructions, faculty, curriculum, classroom environment, learning materials, attitudes

SUBMISSION ID: R04A-BATANP-1522

Assessment of the Existing Monitoring System for Grade 10 At-Risk Students in Banilad National High School

Victoria Domingo, Batangas Researchers Association for Value-Driven Education

Abstract

INTRODUCTION

As an educational institution, Banilad National High School gears toward the upliftment of scholastic performance of all its students. Through a monitoring system, students are identified on their being at risk for having low academic performance, misbehavior and poor attendance. What triggers the researcher to focus on assessing this system is the persisting problems on low academic performance in almost all grading periods for particular students; the existence of physical and emotional rifts among students and even with school personnel; and the unreasonable absences from classes. The researcher has taken into consideration how this monitoring system is implemented at all cost. There may have been some loopholes that affect its veracity. Proposed additional means of monitoring will be initiated to outwit the fallback.

METHODS

A teacher-student assessment usually used in Grade 10 at-risk students was evaluated and ranked according to its sufficiency in attaining students' data; accuracy in determining students' status; timeliness in updating students' progress; and limitations in describing students' skills. A self-constructed questionnaire was used. Through the weighted mean, all results were ranked accordingly.

RESULTS

Statistically, the use of the existing monitoring system did not post a perfect rating on the account of its purpose. Although the class record still holds the best source of data in terms of: (1) attaining a mostly sufficient data; (2) mostly accurate student's status; (3) most timely for student's progress; and (4) had the slight limitation in describing student's skills. The student's logbook showed the most limited source in all of the aspects stated.

DISCUSSIONS

The limited manifestation gathered in the existing monitoring system triggers the researcher to further exert other means to monitor the academic performance, behavior, and attendance of the at-risk students. The loopholes become the triggering factors for the researcher to come up with additional links to these sources of data. These additional links include the participation of class officers and peers in the assessment of progress for students at risk. Their roles will primarily be the source of "free-wall conversation" which is adamant for posting regular communication and feedback.

KEYWORDS: assessment, existing monitoring system, at-risk students

SUBMISSION ID: R04A-BATANP-1294

Assessment of the Grade Six Learners' Performance in Math Challenge Activities and Difficulties Encountered: Basis for the Development of a Proposed Action Plan

Maricon Estrellado, Department of Education

Abstract

INTRODUCTION

Mathematics activities require critical thinking and problem-solving skills. However, most students show troublesome performance in the subject itself, particularly in the Math Challenge activities. Hence, when Bukal Sur Elementary School participated in the MTAP Division Math Challenge 2018, the Grade 6 team gained 64% in the written elimination. Although qualified, they had 53% performance in the Division Finals. The researcher, as a second time MTAP Math Challenge trainer, aspired to craft an Action Plan that aims to develop the skills of the learners in such type of Math questions, not only for contest purposes but for a more solid foundation of their Mathematics competencies.

METHODS

The researcher made use of the Quasi-Experimental method of research. The study considered the results of the Pretest and Posttest given to Grade Six-Humble learners in evaluating their performance level in Math. At its midst, different strategies and compilation of MTAP test materials were used. This study also used the descriptive-evaluative method of research for analysis of the significant difference in their mastery level before and after the interventions made. This study also used the qualitative method of research for the difficulties encountered. All the obtained findings were considered in the development of the Action Plan proposed for implementation in the succeeding school year, SY 2019-2020.

RESULTS

The Pretest results revealed that the mastery levels of the respondents were Mastery Least with 36 percent MPS. On the other hand, the Posttest results showed that the respondents had Nearing Mastery with 53 percent MPS. Though the performance remained below 70 percent, the BSES Grade 6 team showed improvement in the MTAP Math Challenge 2019 being 1st Place in the Written Elimination and ranked 10 all- over the participating schools in the Division. It was also supported by the statistical finding that there is a significant difference in the mastery level during the Pretest and the Posttest. Difficulties such as time constraints, poor mastery of the basic skills and others were also determined. All these were considered in the development of the proposed Action Plan.

DISCUSSIONS

The findings denoted that with intensive efforts to develop critical thinking and problem-solving skills, gradual improvement can be achieved. The proposed action plan, which is open for further improvement, may be readily implemented for the next school year and will not be limited to the Grade Six level alone.

KEYWORDS: Action Plan, Difficulties, Mathematics 6, Math Challenge

SUBMISSION ID: R04A-QUEZON-0230

Assessment of the Guidance and Counseling Services in the Division of Batangas City

Marian De Mesa, Banaba West National High School, Aurelia G. Vivas,
Department of Education - Batangas City, & Julieta M. Balmes, Simlong
Elementary School

Abstract

INTRODUCTION

Educational specialists believe that guidance and counseling is an indispensable part of the educational system towards optimum pupil development. In the schools' desire to help in the reformation and total development of a child, part of the guidance and counseling services had been extended, specifically, to the public school learners. It aims to guide individuals so that they will be socially effective and be able to live individually satisfying lives. In view of this, a look at the guidance and counseling programs being offered in public schools within the Division of Batangas City was the main focus, specifically on improving the total educational program and enhancing the services being rendered to the students. It aims to identify the existence of deficiencies in the guidance program and to achieve the whole rounded development of the learners. A look into these may yield effective means that may encourage students to attend classes often, remain socially effective and individually satisfied while in school. This may eventually lessen the number of absences and drop-out rates.

METHODS

Research Design

This study made use of descriptive quantitative research design. Participants: The respondents of the study were 99 or 51% Guidance Teachers and 97 or 49% percent School Heads in the whole of Batangas City Division of the School Year 2017-2018.

Instrument: A researcher-prepared and validated tool was the study's main instrument.

RESULTS

Findings revealed that majority of the Guidance teachers and School Head-respondents were female, had taken BS in Elementary Education with units in the Graduate degree; had been assigned as Guidance teachers for a period of at least 9 years and below and had attended a minimal number of seminars/training related to Guidance and Counseling. In terms of status, the majority agreed that the services were often available; as to practices, they were often utilized; and as to the extent rendered for the students' development, they were rendered on a great extent.

DISCUSSIONS

To enhance the guidance and counseling services, the findings of this study had been presented in a meeting to update all school heads/guidance designates in Batangas City. It was also recommended that school heads communicate with the higher-ups so that the guidance designates may attend national or regional guidance-related seminars at least once or twice a year. This will ensure that programs and activities can be made better for the benefit of the students.

KEYWORDS: Guidance and Counseling, Guidance Services, Batangas City Division

SUBMISSION ID: R04A-BATANC-0366

Assessment of the Humss Work Immersion Program: A Basis for an Enhanced Program

Karen Calim & Gemma Marie C. Baltazar, Department of Education

Abstract

INTRODUCTION

The study aimed to assess the Humanities and Social Sciences work immersion program as a basis for an enhanced program to be implemented in the succeeding school years. The results of this study are believed to provide the school administrators, stakeholders, and teachers with essential knowledge as a basis for an enhanced work immersion program that will surely benefit the future learners who will undergo the program. Moreover, this study will also serve as a springboard for further studies and as an opportunity for teachers, school heads, subject group heads, and parents to ensure that the learners will benefit most from the enhanced program.

METHODS

The study covered the pilot implementation of the Humanities and Social Sciences work immersion program in the second semester of School Year 2017-2018. The study made use of the descriptive research method with a survey questionnaire to assess the HUMSS work immersion program.

RESULTS

It was found out that 72.9% of the respondents gained an Outstanding (90-100) grade in the program. Regarding the assessment of the HUMSS work immersion program, it was found out that the respondents assessed the program regarding leadership, attitude towards work, competence, and training and evaluation as "Excellent." On the other hand, the respondents assessed the work immersion venues as "Excellent" mainly in rating collaboration and teamwork, decision-making and empowerment, work ethics, and rewards and incentives. The respondents rated communication as "Very Satisfactory." On the other hand, there are no evident problems encountered by the respondents during the work immersion program with an average weighted mean of 2.03, with a transmuted equivalent of "Seldom Encountered."

DISCUSSIONS

Based from the results and findings of the study, it was revealed that there is a significant difference in the assessment of the work immersion program particularly on collaboration and teamwork and work ethics in the work immersion venues across the final grade in work immersion of the respondents. There is also a significant difference in the assessment of the HUMSS work immersion program, specifically on collaboration and teamwork in the work immersion venues across the preferred curriculum exit.

KEYWORDS: work immersion program, career guidance, enhancement, curriculum preference

SUBMISSION ID: R001-URDANE-0021

**Assessment of the Ict Skills of Technical-Vocational-Livelihood
Students of Gulod Senior High School: A Comparison of Self-
Assessment and their Actual Skills**

Glenda Delizo, Department of Education - Batangas City Division

Abstract

INTRODUCTION

The prevalence of information and communication technology (ICT) in K-12 education today suggests that students should be prepared to use computer technology. This research shows the results of a study that determined the computing skills level of Technical- Vocational-Livelihood (TVL) Grades 11 and 12 students of Gulod Senior High School. The study also measured the difference between the students' self-assessment of their ICT literacy skills and actual assessment of their computer skills.

METHODS

The study utilized the descriptive research design with a researcher-constructed questionnaire as the main data gathering instrument. The statistical tools used were frequency, weighted mean, and F-test. In discovering the actual level of computer literacy the students have and pinpointing areas where students lack proficiency, the study aimed to develop reinforcements for addressing the weaknesses.

RESULTS

It was found out that most of the TVL students did not have enough ICT literacy skills, especially in word processing and spreadsheets applications. It was also notable that most students are not that literate when it comes to online research.

DISCUSSIONS

Thus, the goal of the study is to develop ICT modules which will provide flexibility in modifying content for accommodating the needed ICT literacy skills and providing a richer educational ICT experience for the TVL students.

KEYWORDS: ICT Skills, Self-Assessment, Reinforcements

SUBMISSION ID: R04A-BATANC-0349

Assessment of the implementation of Department of Education Order No. 54, s.2009 entitled " Revised Guidelines Governing Parents-Teachers Associations at the School Level in Calamba City Division: Basis for the Proposed Area

Ronald Manaig, Department of Education - Division of Calamba

Abstract

INTRODUCTION

Education is a social responsibility of people collaboratively working for a common goal to have better learning outcomes. Thus, different schools' stakeholders collaborate to come up with a program that would help the learners achieve the level of competence the school requires. One of these institutions of stakeholders is the Parents-Teachers Association (PTA). For many years, PTA has done activities alongside school administrators to collaborate and successfully implement programs, projects, and activities for the school. Thus, several guidelines were provided by the Department of Education to strengthen the role of the PTA. One of this is Department of Education Order No. 54, s. 2009 which is entitled "Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level.

METHODS

The research method used was descriptive. A 30-item questionnaire was designed which is divided into 4 areas: Purpose, Organization, Activities, and Financial Matters. This was answered by selected PTA Officers. Moreover, another part of the questionnaire was identifying the common problems encountered and the suggestions or comments given by PTA officers. The total population, mean, frequency and percentage were used as statistical tools.

RESULTS

The implementation of the guidelines of the PTA was found out to be completely observed or was being practiced since its initial implementation (2009) up to present. Specifically, 70% of the participants implemented the guidelines completely in terms of aims/purpose (68.89%), organization (77.48%), activities (73.38%) and Financial matters (60.00%).

DISCUSSIONS

The study found out that most of the schools completely implement the PTA guidelines in all areas of concerns. However, the participants identified problems in the implementation of the guidelines such as the transfer of information or communication and proper prioritization of programs for implementation.

Thus, the proposed measures designed for the continual improvement of the PTA program dealt with leadership conferences and strategic planning that would set proper communication and prioritization of PTAs and Schools' PPAs.

KEYWORDS: Parents-Teachers Association, guidelines, proposed measures, PTA Program

SUBMISSION ID: R04A-CALAMB-0416

Assessment of the Improvement of Grade Seven - Venus Students' Competency in Addition and Subtraction of Integers Using the Net-Worth Concept

Grace Robledo, Loddod INHS

Abstract

INTRODUCTION

The net worth concept uses the concept of assets and liabilities. Assets pertain to positive numbers and liabilities pertain to negative numbers. Through different activities, students will understand how to add and subtract integers and know the sign that they will affix to the answer. Using the net worth concept, students were able to understand addition and subtraction of integers. Students were able to cope with other lessons in Math requiring the knowledge on addition and subtraction of integers and this leads them to become critical thinkers and problem-solvers.

METHODS

This study made use of quantitative and qualitative data to assess the improvement of the competency of Grade Seven Venus students in addition and subtraction of integers. The quantitative data used were the scores of the students from the pre- and post-tests. The qualitative data were the students' and teacher's reflection. The result of the study was a basis for reflection of the current practice of teaching addition and subtraction of integers.

RESULTS

Before the implementation of the instruction using the net worth concept to add and subtract integers, Grade Seven - Venus were given a Pre-test and the class got a mean percentage score of 33.33%. After the instruction, a Post-test was given and the students got a mean percentage score of 65.83%. The figures showed a significant improvement in the performance of the participants in adding and subtracting integers. Based on the students' reflection or journal, the participants found the instruction using the net worth concept more challenging and they enjoyed learning addition and subtraction of integers. Some participants said they were happy because they improved their pre-test result. Students found it difficult when the assets and liabilities were more than one. They understood the net worth concept but, according to one participant, she found it hard answering addition and subtraction of integers though she understood the net worth concept. There were 9 students who said they did not have any negative experience.

DISCUSSIONS

Based on the findings, the use of the net worth concept is effective. It can be applied to my students and I will share this also with my colleagues teaching Mathematics 7. Miller's net worth concept in teaching addition and subtraction of integers was also effective for my students. Based on the students' positive and negative experiences' journal, it is also clearly seen that they enjoyed and learned the lesson using the net worth concept.

KEYWORDS: net-worth concept, assessment, integer competency

SUBMISSION ID: R04A-LIPAC1-0076

Assessment of the Instructional Supervisory Practices of Elementary School Principals on their Relationship to School Performance: Basis for a Proposed Development Program in Instructional Supervision

Merlinda Sanchez, Quisao Elementary School

Abstract

INTRODUCTION

Instructional supervision involves actions taken by an administrator to make sure that a school is a positive, safe place for learning. The administrator closely watches the teacher's delivery of lessons and interactions with students to ensure that they are effectively teaching state standards and re-inspiring students to reach their highest potential. It consists of providing guidance to teachers regarding instruction by providing feedback and available resources for professional development.

Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well-planned program.

METHODS

Descriptive method of research was used to gather the needed data for finding out the extent of implementation of instructional supervisory practices of elementary school heads in Tanay, Pililla, and Jalajala in the Division of Rizal. It obtained information concerning the current situation in the school. The method involved the survey method which describes the status quo. The correlation study investigates the relationships between variables while developmental studies seek to determine changes over time.

RESULTS

After a thorough analysis of the data, the researchers found out that there is no significant relationship between the perception of the principals of their instructional supervisory practices and the performance of the school in the following areas: instructional support for teacher's effectiveness and efficiency; curriculum enhancement; and assessment of learning outcomes. On the other hand, there is a significant relationship in the area of teacher capability building. This could be due to the fact that the capability-building for the teachers like INSET is helping them cope with the changing demands in the classroom.

DISCUSSIONS

The discussion of the topics was limited on the school principal's conduct of following instructional supervisory practices: instructional support for teachers' effectiveness and efficiency, teacher capability building, curriculum enhancement and assessment of learning outcomes. The results of the study will be applicable not only to this research locale but also to other schools with similar conditions.

KEYWORDS: Instructional Supervision, School Performance, Administrators, Effective, Efficiency

SUBMISSION ID: R04A-RIZALP-0057

Assessment of the Level of Cognitive Proficiency of School Administrators in a Selected District, Division of Batangas

Evelyn Ojales

Abstract

INTRODUCTION

The school heads should act as good leaders in handling academic responsibilities. This includes managing tasks to be carried out daily and making decisions on how to carry out plans. The school heads determine the subjects to be included in each course, the instructional equipment for carrying out work and its applicability to the students and masses. This situation may necessitate learning orders, holding conferences, and supervising activities. Academic management proficiency and proper leadership are two inseparable elements of good supervisions. It is a challenge for every academic manager to develop adequate instruments to increase his skills proficiency in handling school academic institutional affairs. The researcher would like to explore this issue to enable future school heads to devise academic programs to suit the current conditions.

METHODS

The descriptive research method was used in this study. The study was conducted in Sta. Teresita District in the province of Batangas comprising nine schools. The respondents were nine school administrators and 79 public elementary grade teachers.

RESULTS

Results revealed that both teachers and the administrators assessed that the school administrators have an advanced level of cognitive proficiency in terms of identifying and solving problems, making decisions, and thinking clearly and analytically.

A significant difference exists in the assessment of the two groups of respondents on the level of cognitive proficiency of school administrators in terms of identifying and solving problems, making decisions, and thinking clearly and analytically.

DISCUSSIONS

The results demonstrate the need to encourage the school administrators to understand their roles in the context of the cognitive task. It will help them appreciate the dignity of their work and strive to improve their present level of performance.

Both the teachers and the administrators need to identify areas in the level of cognitive proficiency of school administrators needed for further enhancement. School administrators need to develop measures in their level of cognitive proficiency which were found weak in areas of identifying and solving problems, making decisions, and thinking clearly and analytically. They must consider the utilization of the proposed cognitive proficiency enhancement program for their improvement.

KEYWORDS: Academic Management, Proficiency, cognitive

SUBMISSION ID: R04A-BATANP-2213

Assessment of the Reading Comprehension Level of Grade Vi Pupils in Payapa Elementary School

Jennie Lyn Carolino, PPSTA

Abstract

INTRODUCTION

Reading comprehension is an essential skill for learners of English. It is crucial to the development of all pupils' reading skills, especially those who are in the sixth grade who are exposed to more complex expository texts in all subjects. The focus of this study is to assess the reading comprehension level of Grade VI Pupils in Payapa Elementary School. The researcher hopes that through the conduct of this study, the Grade VI pupils' reading comprehension level will be improved.

METHODS

The researcher used the descriptive method of research. The respondents were Grades VI pupils of Payapa Elementary School SY 2017-2018. The researcher utilized the Pre-Test of the Phil-IRI Silent Reading Result in English as the basis for describing the pupils' comprehension level of Grade VI. Reading comprehension level was obtained from the results of the Phil-IRI test. The result was treated statistically with the use of frequency counts and percentage. Findings were recorded and the conclusion was drawn for determining the possible intervention program appropriate for improving the reading comprehension of the pupils.

RESULTS

Based from the data gathered in Phil-IRI Pre-Test Results in English SY 2017-2018, out of 91 pupils in Grade VI, 56 or 62% of the pupils fell under the frustration level, 34 or 37% of the pupils fell under the instructional level, and 1 or 1% of pupil fell under the independent level. The results suggest that the reading comprehension level of the pupils is poor and it has a great effect on their academic performance. An intervention program was provided by the researcher.

DISCUSSIONS

The Phil-IRI Pre-Test Result (Reading Comprehension) in English of Grade VI pupils revealed that out of 91, 56 or 62% of the pupils fell under the frustration level, 37% fell under the instructional level, and 1% fell under the independent level. Upon assessing the level of reading comprehension of the pupils, the teachers crafted and provided the learners with learning/reading materials and modules along with extensive instruction practices and close supervision in exploring all pupils to meaningful reading activities. The First Periodic Rating of Grade VI in English was used to gauge if the reading performance of the pupils had an effect on academic performance. It revealed that 48 or 53% of the pupils got grades from 75-79, 29 or 32% of the pupils got grades from 80-84, 10 or 11% of the pupils got grades from 85-90, and 4 or 4% of the pupils got grades from 90 and above.

KEYWORDS: assessment, reading comprehension, frustration, instructional, independent, performance

SUBMISSION ID: R04A-BATANP-0015

Assessment of the Reading Level of Grade Ii Daisy; Basis for Action Plan

Charity Cuevas, Department of Education - Lipa City

Abstract

INTRODUCTION

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is making meaning from print. It requires identifying words in print - a process called comprehension - and coordinating identifying words and making meaning so that reading is automatic and accurate - an achievement called fluency. Reading, in its fullest sense, involves weaving together word recognition and comprehension in a fluent manner. These three processes are complex, and each is important.

METHODS

This action research deals with the discussion of an action plan based on the assessment of pre and post-Phil- IRI test of Grade II Daisy SY 2016- 2017. This study made use of quantitative design with descriptive approach. A request letter from the school principal was made for the approval in disclosing the learners' information for research purposes. Records were gathered thoroughly. Form 137, SF1, SF5 and Pre and Post Phil- IRI results were gathered during the research to come up with solutions that will help the teacher the next school year.

RESULTS

Most of the respondents (58 %) were male and 42 % were female. Respondents with 75- 78 General Point Average is 40 % which is the highest. Respondents with 79- 82, the second in the ranking, have 35%, and only 25 % of them has 83- 86 GPA which is the lowest. The respondent's educational attainment with 44 % among mothers who finished high school was first in the ranking. Next was 23 % who finished elementary, those who had college undergraduate units are 18% which is third in ranking and the least was those who graduated in College with only 15%. It can be gleaned that the grade point average and the mother's educational attainment have a significant relationship with the post-Phil- IRI test result.

DISCUSSIONS

Daily parent involvement and explicit teaching techniques are particularly effective for comprehension strategy instruction. The child learning through child play (by Marco A. Brazil) can be used as an introduction for a more strategic way of teaching pupils on learning how to read as compared to the traditional way. Most schools do not have the time to listen to each kid read every day.

KEYWORDS: Education takes place even in the worst condition.

SUBMISSION ID: R04A-LIPAC1-0226

Assessment of the Reading Performance of Grade I to Vi Pupils at Ibaan District: Basis for Project Stars (Strengthening the Afternoon Reading Session)

Norma Cantos, Department of Education

Abstract

INTRODUCTION

Learning English is a basic skill necessary for attaining success in other areas that require English as a medium of instruction, leading to a lifetime pursuit of learning, developing critical thinking and enjoyment. The ability to read, therefore, is the fundamental goal and, at the same time, the basic tool of education. This study aimed to assess and analyze the proficiency of the students in public elementary in the district of Ibaan, Batangas based on the result of the first to the third wave of District Reading Assessment. It also aimed to suggest reading interventions, uplifting the reading performances of the pupils by strengthening the afternoon reading sessions.

METHODS

This study used the quantitative method to assess the improvement of the pupils from the pre-reading down to mid-year and post-assessment stage. The primary tools of this study are the pre, mid and post-reading results and the reading materials used by the district reading assessors. There were 16 school heads who acted as reading assessors from the first wave to the third wave of reading test to 5485 Grade I to VI pupils of Ibaan District.

RESULTS

The study revealed that from 5485 pupils who took the reading test, there were still 219 pupils (3.99%) categorized as non-readers. Most of the problems encountered by the reading test administrators to the pupils were the inability to identify the sounds of the letters, unfamiliarity with the basic sights words, hesitation to read, and repetition of beginning syllable of the words, omission, and insertion of words.

DISCUSSIONS

The results demonstrate the needs to strengthen the project STARS- Strengthening The Afternoon Reading Session - through varied reading interventions. With the different reading interventions conducted with the parents' and teachers' collaboration, the reading level of the pupils belonging to the non-reader category will be improved and elevated to reader stage.

KEYWORDS: reading interventions, frustration, non-readers, reading performance

SUBMISSION ID: R04A-BATANP-1565

Assessment of the School-Based Feeding Program in Mayasang Elementary School: Basis for Feeding Intervention Program

Dolores Endaya, Department of Education

Abstract

INTRODUCTION

It was already proven that malnutrition can adversely affect physical, mental and social aspects of a child's health. Thus, every school should be committed not only in the development of their knowledge and skills but more importantly, develop every child to be physically fit and emotionally healthy through proper nutrition.

METHODS

The descriptive research method was employed in this study. It was centered only on the assessment of the school-based feeding program being implemented in Mayasang Elementary School, District of Lemery. The study started in June 2018 and was finished by August 2018 (120 days). It identified 51 wasted and 2 severely wasted pupils from Kindergarten to Grade VI based on their BMI results. The respondents were these students and the 15 teachers and personnel of the school. The researcher was motivated to conduct this study to promote the school-based feeding program and find better means on how the program could be more effective in producing lifelong learners.

RESULTS

After the careful analysis of the data from the questionnaire and the results of their BMI after 120 days, it was stated that the program was effective, thus; 1) there was a decrease of malnourished pupils by at least 70 %, 2) absenteeism among the identified pupils who undergone this study dropped, and 3) Parent volunteers were informed of the different healthy menus which they can easily prepare at home to sustain the feeding program of the school.

DISCUSSIONS

In the light of the findings presented in this study, the school administrator, the teacher, and the parents should find better ways and means to strengthen the school-based feeding program by ensuring its continuity through tapping other stakeholders. They will serve as sponsors that will provide financial assistance and/ or manpower to volunteer in the conduct of the program. If possible, the school should involve all pupils identified as wasted and severely wasted through an honest and religious evaluation of BMI of a clinic teacher.

KEYWORDS: malnutrition, malnourished, wasted, severely wasted, absenteeism, menu

SUBMISSION ID: R04A-BATANP-0713

**Assessment of the Spiral Approach Progression in Four Learning Areas
in Teaching Science Subjects: Advantages and Disadvantages**

Wilson Ojales, Principal

Abstract

INTRODUCTION

Republic Act 10533 of the Philippines, otherwise known as the Enhanced Basic Education Act of 2013, not only adds two years to basic education and reiterates universal kindergarten, but also prescribes the standards and guidelines the Department of Education must follow in developing curriculum.

METHODS

The study made use of the descriptive method of research for assessing the Spiral Approach Progression in teaching the four learning areas in science subjects and identifying its advantages and disadvantages. The researcher used a questionnaire in this study.

RESULTS

Selecting teaching methods/strategies, conveying ideas clearly, evaluating learning outcomes, showing mastery of the subject matter, ensuring student participation, presenting and developing lessons, relating new lessons with previous lessons, selecting content and preparing appropriate instructional materials/teaching aids received a very high extent/ observation among science teacher respondents.

DISCUSSIONS

Most of the teachers wrote lesson plans/ learning logs based on the standards-based curriculum guides daily. They confidently based these on their concentration or specialization and their knowledge of the factors for successful implementation of the instructional plan. Most of the teachers know accountability and responsibilities towards students learning performances for being absent and examined them vis-a-vis the accountability for the learners and to the teaching profession.

KEYWORDS: Spiral approach

SUBMISSION ID: R04A-BATANP-1923

Assessment of the Sustainability of Adopt-A-School Project at Leon M. Manigbas Elementary School

Rienalyn Calingasan & Generose C. Caguimbal, Department of Education - Batangas

Abstract

INTRODUCTION

RA 8525 also known as the Adopt-a-School Program Law (ASP) is a project of the Department of Education responsible for generating projects that would allow participation of the private sector. Those projects would be instrumental in addressing the resource needs of the schools, in providing students quality learning environment and instruction, and in making quality learning experience accessible to the widest extent.

The initial study of the researcher revealed that the current status of the ASP in LMES is on the verge of failure because most of the identified stakeholders in the municipality of Rosario, as well other more popular benefactors and supporters of ASP nationwide, are becoming less interested in perpetuating their promised responsibilities for reasons still unknown to the researcher.

METHODS

This descriptive qualitative research was aimed at identifying the contribution of stakeholders in sustaining the ASP at LMES to help pupil-beneficiaries complete their course level in elementary. The respondents of the study consisted of 7 identified Department of Education-listed ASP stakeholders from the national level and 5 local ASP supporters from the municipality of Rosario, Batangas, totaling to twelve (12) stakeholders all from the municipality of Rosario, Batangas. The survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the level of participation of the stakeholders in the ASP of the said school, as well as in determining their contributions to its implementation in terms of educational development, health program, and patronage to include identification of the schemes of the implementation of the aforesaid ASP.

RESULTS

Based on the research, we found out that the attitude of the stakeholders towards ASP in LMES in Sports Development Program was negative. We also found out the level of participation of the majority of the stakeholders in the Sports Development Program was not a priority.

DISCUSSIONS

The results demonstrate the need to determine the interests and ideas of parents and educators on their involvement and partnering with ASP by conducting surveys or polls. Schools must develop family-friendly policies and laws to encourage participation by diverse families. They should also provide better information on school and school district policies and procedures and use effective communications tools to ensure timely access to comprehensible and accessible information.

KEYWORDS: verge, diverse, questionnaire, schemes

SUBMISSION ID: R04A-BATANP-0384/R04A-BATANP-0324/R04A-BATANP-0377

Assessment of the Sustainability of Adopt-A-School Project at Leon Manigbas Elementary School

Generose Caguimbal & Rienalyn Calingasan, Department of Education

Abstract

INTRODUCTION

RA 8525 also known as the Adopt-a-School Program Law (ASP) is a project of the Department of Education responsible for generating projects that would allow participation of the private sector. Those projects would be instrumental in addressing the resource needs of the schools, in providing students quality learning environment and instruction, and in making quality learning experience accessible to the widest extent.

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KEYWORDS: verge, diverse, questionnaire, schemes

SUBMISSION ID: R04A-BATANP-0384/R04A-BATANP-0324/R04A-BATANP-0377

Assessment of TLE (Home Economics) and Instructional Facilities as Correlates to Academic Achievement at Tagaytay City Science National High School: Basis for Proposed Development Plan

Maribel Bawar, Tagaytay City Science National High School

Abstract

INTRODUCTION

The researcher decided to pursue this study to assess Home Economics students in Technology and Livelihood Education (TLE). The reason why some of them failed in complying with the required competencies is due to the inadequacy of instructional facilities which, in turn, affects their academic achievement.

METHODS

Using the descriptive correlational method of research, data were gathered from 173 Grade 9 Home Economics students and 12 TLE teachers teaching Home Economics. The data were interpreted using frequency percentage and weighted mean. For the academic achievement, mean and standard deviation were used, while Chi-square and Pearson r were used to test and determine the extent to which the different variables are related to each other.

RESULTS

Findings revealed that in TLE (Home Economics), students have a highly positive assessment and teachers have a very high positive assessment. These are indications of a positive degree of favorable assessment towards the course. As to the assessment on adequacy of Home Economics instructional facilities, both teachers and students rated that Tagaytay City Science National High School Home Economics instructional facilities are adequate. This means that the instructional facilities in Home Economics are satisfactory in the sufficiency and functionality for an effective teaching and learning environment. Furthermore, findings also showed that students' academic achievement in TLE (Home Economics) is very satisfactory. In general, a significant relationship exists between students' and teachers' assessment of the TLE (Home Economics) course program and its adequacy in its instructional facilities. Likewise, a significant relationship exists between students' and teachers' assessment of TLE (Home Economics) course program to students' academic achievement and assessment on adequacy of Home Economics instructional facilities to students' academic achievement.

DISCUSSIONS

The results imply that both students and teachers better appreciate TLE (Home Economics) if there are adequate instructional facilities, equipment, utensils, and materials. Academic achievement relies on the provision of instructional facilities used in the teaching and learning process and the attitude, interests, and motivation of students and teachers towards learning. The study also recommends that the school adopt and use the Proposed Development Plan as an output of this study to further improve the students' academic achievement.

KEYWORDS: Assessment, Home economics, Instructional facilities, Development plan, Academic Achievement

SUBMISSION ID: R04A-CAVTP-0795

Assessment of Using Multi-Media Devices as an Instructional Tool in Teaching Cookery Subject among Students of Maximo T. Hernandez Memorial National High School

Loraine Tenorio, Department of Education – Batangas, Maximo T. Hernandez Memorial National High School

Abstract

INTRODUCTION

Multimedia devices became one of the necessities in the teaching and learning process today. Multimedia devices made the process of teaching easier and more convenient to use on the part of the educators. On the part of the learners, these made them more motivated and interested in acquiring knowledge. In the K to 12 program of the Department of Education (Department of Education) which focuses on the development or enhancement of the skills of the learner to be globally competitive, the need for multimedia devices arises in the need for attaining the goal of education in the country. At this point, it is a mere fact that technology, through the use of multimedia devices, helps improve the quality of the teaching and learning process in education. The researcher found out to assess the use of multimedia devices as an instructional tool in teaching cookery.

METHODS

It is a descriptive method of research that uses purposive sampling technique. One hundred twenty-three respondents and three TLE teachers were given a survey questionnaire containing Likert scale items and it was used as the data gathering instrument. Essentially, this method revealed the efficiency of using multimedia devices as an instructional tool in teaching cookery.

RESULTS

Students do not feel boredom when the teacher uses games and activities using multimedia in teaching cookery. This has a weighted average of 4.51. This affirms that the respondents enjoy game-based activities with the use of multimedia devices. The findings indicate that students and teachers find multimedia devices efficient in delivering lessons and they serve as motivational tools in enhancing the level of student's performance in class.

DISCUSSIONS

The results demonstrate that having a wide knowledge of using multimedia devices as an instructional tool in teaching cookery subject will be of great help in developing and enhancing the 21st-century learners' skills. Also, creating instructional materials for cookery using these multimedia devices, evaluated and validated by experts on the field, can also be used by other schools.

KEYWORDS: Multi-media, Instructional tool, Cookery

SUBMISSION ID: R04A-BATANP-2104

Assessment of Water Quality in Different Water Stations with Emphasis on Microbial Loads

Jhon Carlo L. Alberto, Rosario National High School
(Adviser: Grace Desca)

Abstract

INTRODUCTION

This study attempts to compare the water quality in different water stations in Poblacion, Rosario, Cavite with emphasis on microbial loads. This study assesses the cleanliness of the water in the said locale. Identifying which water stations have the safest drinking water will depend on which among the 5 stations contain the accepted amount of coliform. It provides awareness to the community so they can determine which water station provides clean and safe water. This also gives knowledge for the possible diseases that can be obtained from contaminated water

METHODS

This study measures the amount of total coliform in every sample of drinking water through multiple tube fermentation. The researchers collected 5 water samples from different water stations, namely Station A, B, C, D, E.

RESULTS

The parameters used for water testing was Total Coliform with the method of Multiple Tube and Fermentation. The results showed that Station A, C, D, E has <1.1 total coliforms but Station B has >23.0

DISCUSSIONS

Individuals in a community mostly depend on their safety for drinking water through water stations. Water stations must fulfill their role in the community of providing safety and assistance to the people. Water testing on the water stations was performed using the Multiple Tube and Fermentation to measure the amount of coliform in every sample drinking water. The results of the test have shown that Station B has the highest amount of coliform among the other water stations. This proves that Station B may pose harm to the community if no immediate action is taken. The results gave awareness not just to the station but also to other water stations and to the community regarding the diseases they may get from contaminated water if no actions are done.

KEYWORDS: Water Equality, Water Stations, Multiple Tube and Fermentation, Total Coliform, Poblacion, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-1119

Assessment of Wellness Program in Teaching Physical Education among Elementary School Learners

Danica Quilloy, Department of Education - Tanauan City

Abstract

INTRODUCTION

This study aimed to assess the wellness program in teaching Physical Education among elementary school learners in terms of awareness, implementation, and impact. It was conducted for the purpose of assessing the wellness program in teaching Physical Education among Elementary School Learners in Tanauan North District in the Division of Tanauan City.

METHODS

The descriptive-correlation method was used in the study. A researcher-made questionnaire, revised, and validated by the adviser and panel members, was distributed to the respondents to determine their perception.

The main instrument used in gathering data is the questionnaire made by the researcher. The respondents were 141 elementary school teachers of Tanauan North District. The study employed the weighted mean and chi-square formula as statistical tools.

RESULTS

Based on the findings, the teachers assessed the Wellness Program in Tanauan North District in terms of awareness and found it as highly aware. In terms of the program's implementation, it was perceived as highly implemented while they strongly agree that there is an impact in its implementation. There are no significant relationships between the awareness regarding the wellness program and the status of its implementation in school; awareness regarding the wellness program and impact of the implementation of the wellness program in school; and status of implementation in school and impact of the implementation of the wellness program in school. Hence, the null hypotheses were accepted.

DISCUSSIONS

Based on the findings, a training program is proposed to enhance the facilitation of the Wellness Program in Elementary School Learners. It is recommended to the parents, teachers, Department of Education officials and future researchers for their reference.

KEYWORDS: Department of Education Officials, Physical Education, Skills, Wellness Program

SUBMISSION ID: R04A-TANAUA-0021

Assessment of Work Immersion Program at Bolbok Integrated National High School

Ruperto III Castillo, Bolbok Integrated National High School

Abstract

INTRODUCTION

Since the dawn of the K-12 curriculum, new programs and activities have been implemented, especially in the Senior High School level. One of which is the work immersion program. As a two - year old program, schools had experienced trial and error in its implementation. Grounding on these circumstances, the necessity for program assessment is vital to achieving students' learning needs and improving the existing program.

METHODS

Diverse methods were used. 85 grade 12 students participated in a SWOT analysis that sought to identify the positive and negative impacts of the work immersion program. A focus group discussion identified the points of improvement and appreciation of the achievements. A self-evaluation tool for fully assessing the program was formulated at the final stage. Validation was done through pre-testing. Afterward, it was used to generate responses needed to quantify and interpret data for the program assessment.

RESULTS

Majority of responses from all three methods identified that 1) partner institutions provide aligned experiences in their chosen field of college study, 2) positive proximity of work immersion venue from home is needed, 3) minimal threats of the program were identified, and 4) common weakness is the period of work immersion allotted. Points for improvement based on the results were 1) congested immersion area due to the immersion and OJT students accommodated per venue, 2) length of work immersion hours per track, 3) constraints on academic class requirements against work immersion schedule.

DISCUSSIONS

The results demonstrated a positive assessment in all aspects as identified from the methods employed. The existing work immersion program is highly recommendable with minimal improvements. Just as the assessment in student learning goes, the program resulted in a positive avenue for real-life learning to happen.

KEYWORDS: work immersion program, assessment

SUBMISSION ID: R04A-LIPAC1-0207

Assessment on Batang Atikha School-Based Program for OFW Children in Mabini District

Ofelia Del Mundo

Abstract

INTRODUCTION

Implementation of the program carries with it varied effects, reactions, and consequences. From there, strengths and weaknesses, along with opportunities and threats, are determined. Batang Atikha School-Based Program for Children of OFWs was established in Mabini District last April 2010. The program aimed at instilling savings consciousness and disavowing consumerism among children of OFWs. The researcher got interested in conducting a study on the implementation and evaluation of Batang Atikha School-Based Program in Mabini District, Division of Batangas. This research aimed to assess and then improve the implementation of Batang Atikha School-Based Program by proposing an intensified technical assistance plan.

METHODS

The researcher used the qualitative method of research and the Slovin's formula to determine the total number of samples. The study was conducted to 124 randomly selected students from a total of 180 from different schools in Mabini District. A researcher-made questionnaire was used as the main data gathering procedure. For the statistical treatment, the researcher used weighted mean, mean, standard deviation, and ranking.

RESULTS

The findings revealed that the implementation of Batang Atikha School-Based Program's strengths emanates from the common vision, mission, and goals of the program which guide its constituents towards unity and harmony. The weaknesses in its implementation are offshoots of overlapping programs and activities, insufficient time for teacher coordinators to extend services to the program, and inconsistent level of support from outside organizations and stakeholders. The opportunities stem from its successful ventures, reaching the knowledge and recognition of other organizations from different places and becoming a leeway towards expansion and growth. Meanwhile, the threats and problems result from the spreading of negative issues that destroy the reputation of the program. A technical assistance plan was designed to improve the implementation of Batang Atikha School-Based Program as the final output of this study.

DISCUSSIONS

To strengthen the implementation of Batang Atikha, the teacher coordinators need to spend more time in designing and conducting more innovative activities that will facilitate the internalization of worthwhile moral, social and work values, specifically those of frugality, respect for elders, and consistency in performing varied types of work among children. To minimize its weaknesses, everyone in the organization must develop a sense of commitment which upholds the values of everyone in the organization. To further widen the opportunities, its constituents must set other means of revolutionizing its expansion schemes in other areas beyond the municipality of Mabini. To counter the threats and problems, its constituents must evaluate consistently the veracity of the negative issues that spread and threaten its prestige so that immediate action shall be done. The designed technical assistance plan aimed at improving the implementation of the programs of Batang Atikha should be followed as soon as possible.

KEYWORDS: SWOT (strengths, weakness, opportunities, threats), Implementation, technical assistance

SUBMISSION ID: R04A-BATANP-0958

Assessment on Compliance in Proper Waste Management of Grade 9 Students in Camp Vicente Lim Integrated School

Siena Mae Domingo, Camp Vicente Lim IS
(Adviser: Rafaela R. De Villa)

Abstract

INTRODUCTION

Solid waste disposal and management is both an urban and rural problem. Every person is a potential generator of solid waste and a contributor to the problem. We are now confronting a massive volume of solid waste that people generate daily and globally. There is an on-going consensus that the immediate stakeholder in the issue of solid waste is the generator of waste. In this case, the residence needs to join hands with the authorities in dealing with this problem that has far-reaching environmental and human health effects. Particularly, waste volumes have increased in urban area due to the growing urban population. The concentration of industries, consumptions of residents, inadequate finance and facilities to manage waste collection and disposal is dismal. This state of affairs has led to the volume of solid waste generated to go beyond what available facilities can accommodate. With these aforementioned findings, the researcher desire to help Camp Vicente Lim Integrated School students to have knowledge of proper waste management. This gave him the encouragement to conduct this study to determine the compliance of students in proper waste management.

METHODS

This study used descriptive research design which is quantitative analysis. Selected 40 grade 9 students are chosen as respondents to this study for the school year 2018-2019 at CVLIS. Each of the respondents was given a questionnaire to determine their compliance with Proper Waste Management.

RESULTS

It is true that Solid Waste Management has a great impact on the school and to the students who are studying in that particular facility if only they will have a clean place and proper waste disposal. It will also benefit the people in avoiding harmful diseases if the environment is clean and well-facilitated.

DISCUSSIONS

The results showed that having enough knowledge on proper waste management has a big impact on ourselves as individuals and to the community where we belong. It is recommended that school club officers must create waste diversion and recycling programs that optimize the budget and create a positive impact on the school. Also, the school homeroom officers must educate their classmates in implementing the 3Rs -Reuse, Reduce and Recycle method - and use it in a creative way as decorations displayed around the school.

KEYWORDS: Compliance, Consensus, Espouses

SUBMISSION ID: R04A-CALAMB-0339

Assessment on Knowledge, Attitude, and Practices (KAP) of Sto. Tomas Integrated High School on the Use of Science Laboratory as Basis for Developing a Supplementary Tool in Learning Science

Randy Orense, Sto Tomas IHS
(Adviser: Marvin Umali)

Abstract

INTRODUCTION

While there is an apparent decrease in students' exposure in the use of Science laboratory, a lot of problems may be attributed from this, especially on the development of their appreciation on the scientific method and other scientific processes. The science laboratory serves as a venue where students can perform scientific experiments and, in turn, understand scientific processes and develop critical thinking, logic, and the like. However, at Sto. Tomas Integrated High school, it has been observed that students seemed to lack understanding of the importance of the Science Laboratory specifically among Grade 11 Jobs. The premise seemed not to serve its purpose as another resource for learning. Thus, a study of the knowledge, attitude, and practice (KAP) of students' laboratory use were deemed necessary.

METHODS

Descriptive method of research was used using a survey questionnaire. The respondents of the study were the 59 Grade 11 Jobs students of Sto. Tomas Integrated High School who were observed to have low academic performance in Science during the first quarter of the school year generally. Frequency count was used to obtaining the age, gender, and interest of respondents and mean averaging was used to measure the overall perception of respondents on KAP. Respondents were personally oriented by the researcher to assure full understanding of each item in the questionnaire. Data were then analyzed and interpreted.

RESULTS

The results of the study reveal the following salient findings: (1) in terms of gender, 59 percent are male students and (2) in terms of interest, Sports and Social Media are the two top inclinations of the respondents, with 24 and 20 percent respectively. The respondents' mean perception on the use of Science Laboratory in terms of knowledge, attitude and practices, with 3.54, 3.67 and 3.67 respectively, reveals that they are Slightly Aware.

DISCUSSIONS

It is indeed a must for high school students to be exposed and engaged in using the science laboratory in their science class to gain adequate knowledge, proper behavior and attitude and improve their practices. This will develop their scientific skills which are deemed important in the pursuit of further education. In most cases, when the availability of science laboratory, equipment, and instruments is inevitable, science teachers are suggested to improvise tools and equipment. The paper may have not captured everything and, therefore, it is suggested that further studies may be ventured relevant and related to this one.

KEYWORDS: science laboratory, knowledge, attitude, practices, assessment, supplementary tool

SUBMISSION ID: R04A-LAGUNA-0136

**Assessment on the Difficulties/Challenges Experienced by Teachers
and Students of Rizal National High School in the Implementation of
the Spiral Progression Approach in Teaching Science and Math**

Janet Lapitan, Department of Education - Lipa

Abstract

INTRODUCTION

Several developmental stages were undergone by the Philippine Educational System before it reached the current educational system. One of the major modifications of the current educational system is the Implementation of the Spiral Progression Approach in Teaching. This caused an observable variation in the competencies taught in subjects like Science and Mathematics. These subjects are considered as the hardest subjects based on the quarterly assessments of scores. This made the researcher come up with action research to assess the difficulties experienced by both students and teachers in the implementation of the Spiral Progression Approach and, therefore, be able to design programs or action plans to minimize, if not totally alleviate, these difficulties.

METHODS

The descriptive method of research was used to assess the difficulties/challenges experienced by both teachers and students in the Implementation of Spiral Progression Approach in Teaching Science and Math. A thorough description and analysis of gathered data were done to come up with the needed responses to the problem posited in the study. Data were organized, tallied, tabulated and presented in tables and graphs. In the analysis and interpretation of data, frequency counts, percentage weight values and weighted mean were utilized.

RESULTS

The student-respondents perceived retention and mastery of subject matter in difficult concepts as the main difficulty/challenge experienced in the implementation of the Spiral Progression Approach in Teaching Science and Math. Secondary to this is the limited time allotment to complex concepts. The teacher-respondents find it hard to teach the areas not their field of specialization. Meanwhile, students' inconsistent academic performance in every grading period is also a challenge for teachers.

DISCUSSIONS

The results show that the retention and mastery of subject matter in difficult science and math concepts must be the primary concern of teachers in facilitating the teaching-learning process. A more detailed discussion of complex concepts must also be considered. On the other hand, since most teachers are struggling to teach other areas which are not their field of specialization, they should be encouraged to attend more seminars and training. Teachers may also ask the help of colleagues in mastering areas difficult for them, therefore, conducting LAC sessions is indeed inevitable in finding solutions to the difficulties encountered by both students and teachers.

KEYWORDS: Assessment of the Implementation of the Spiral Progression Approach

SUBMISSION ID: R04A-LIPAC1-0184

**Assessment on the Effectiveness of WASSTE Management Program at
E. T. Tirona Memorial National High School**

Justine Dave Icaza, Pete Rhandell Alonzo, & Vhon Harbie T. Diano,
Department of Education/ETTMNHS

Abstract

INTRODUCTION

Solid waste management is a way of waste control, constantly concerned with storing, collecting, processing, and disposing of solid waste that is consistent with the code of conservation public health, engineering economics, and other environmental concerns. In this line, other research studies show the different ways of preventing wastes in the environment. The E. T. Tirona has been implementing WASSTE management inside of the school. WASSTE stands for Waste Absolute Segregation and Sustainable Tirona Environment which aims to adopt the 4R's (reduce, reuse, recycle and recovery) for waste pollution inside the campus. The study focused only on the effectiveness of WASSTE program in ETTMNHS-ISHS. There is no existing research that has been done about WASSTE Management program in the school, therefore the researchers had to conduct a survey to the people involved in this program.

METHODS

To measure the effectiveness of WASSTE management program in ETTMNHS, this evaluative-descriptive research was used. A revised version of the questionnaire in Solid Waste Management for Sustainable Development entitled "A Study of Solid Waste Management for Sound Environmental development in Hambantota Municipal Council (HMC) in Sri Lanka" by Asiri D. Vitharana was utilized for gathering data. This research had a total of (45) respondents including students, teachers, and administrators regardless of their age, gender, and socio-economic status.

RESULTS

The result of the evaluative survey revealed that the WASSTE management program implemented in ETTMNHS was obeyed by all respondents even if some of them do not have enough knowledge about this program.

DISCUSSIONS

Majority of the respondents are aware of the WASSTE program implemented in ETTMNHS and the students were able to produce eco-bricks. On the other hand, few of them know the WASSTE but did not follow the rules like the prohibition of bringing any plastic materials inside the school. Most likely, it is more visible to the students. Furthermore, most of them strongly agree to the rules and regulations/mechanics of WASSTE program. They are satisfied and believed that WASSTE program can help minimize the waste issues inside the school. That means that the WASSTE program implemented in the ETTMNHS has a great impact on the respondents and the environment of the school.

KEYWORDS: waste management, kawit, evaluation, zero waste

SUBMISSION ID: R04A-CAVTP-1072

Assessment on the Engagement Process on Specialized Courses on TLE Under K-12 Curriculum

Dangie Cadacio, Department of Education

Abstract

INTRODUCTION

There are certain factors that affect the learning of students in any subject within the K to 12 Curriculum implemented by the Department of Education. Time and again, the lack of materials and equipment in

teaching hampers the learning of students because it renders teaching helpless and incomplete.

In this regard, the researcher aims to get the attention of the school heads, parents, and students and those people in the higher echelons of the Department of Education to address the lack of materials and equipment used in teaching TLE. In his desire to render complete, comprehensive and substantial teaching in the tradition of Dewey's learning-by-doing theory, he has been keen on producing materials and equipment which are usually costly. These materials, although being described as contextual, still need to be reproduced from scarce materials in the locality.

METHODS

The researcher used a non-random sampling technique called purposive sampling since the purpose of this study was to direct attention to the problems of lack of equipment and materials in teaching TLE to his students. This technique was appropriate since finding the sample within the vicinity can be easily done. There were Twenty (20) students per grade level with a total of forty (40). Nine (9) of them were female while thirty-one (31) of them were males. The researcher used the weighted-mean to interpret the data gathered.

RESULTS

The Grade 9 and 10 Students of TLE strongly agreed that materials and equipment are of great importance. They aroused the interest of the learners. They also believed that materials and equipment are needed in empirical studies. They are indispensable in learning and that information and skills are obtained using materials and equipment. They also verified the theories taught. These were found out through the computed weighted means of 3.83, 3.80, 3.78, 3.76 and 3.65 respectively. The respondents knew that learning would take place with the presence of materials and equipment, especially in TLE. The transfer of learning would be difficult if no materials are available.

DISCUSSIONS

From these findings, it can be deduced that both teachers and learners are affected by the lack of materials and equipment and that they shoulder what should have been the responsibility of the Department of Education.

KEYWORDS: K-12, TLE, equipment and materials, learning

SUBMISSION ID: R04A-BATANP-1309

Assessment on the Impact of Computers and Other Gadgets on the Academic Performance of Grade V Pupils of Looc Elementary School

Lyca Guevarra - Brave

Abstract

INTRODUCTION

The advent of computers has changed the idea of teaching and learning. Through this, there has been enhanced learning on the part of the pupils (Ramey:2012). The desire to keep abreast with the changing trend in education made the researcher wonder on the effects of computer usage on the learning of pupils. At the same time, she understands the need to weigh down the advantages and disadvantages of computers in the lives of people, most especially the pupils. In her quest to concretize her observations, she decided to embark on this study.

METHODS

The descriptive survey method was used. In this research, the ninety- one (91) Grade V pupils, ninety-one (91) parents and four (4) teachers of Looc Elementary School answered the questions administered through questionnaires. This study utilized a non-random sampling technique called purposive sampling. This type of sampling suits the study since it was the most appropriate technique for investigating the effects of gadgets to the school performance of Grade V pupils.

RESULTS

In terms of gadgets, 98% of the respondents possess cellphones which pupils use at home and in school. It also revealed that the respondents' main reason for using gadgets is to explore things on their own which, in turn, makes them independent. The respondents' perception of the impact of gadgets on the academic performance of pupils revealed that pupils were updated on different news and events. Gadgets maximize their time for bonding through watching movies and videos. They give the opportunity to fulfill their curiosity with online information all explained at a level that children can understand. They enable the pupil not to do household chores which obtained the highest weighted mean. The paper also examines the data for the perception of the impact of gadgets among parents, pupils, and teachers. This is undertaken to identify whether or not there is a difference in their perceptions. It is found that there is no significant difference among their perceptions based on the statistically treatment applied. The researcher suggested some ways and means for maximizing pupils' learning on the impact of gadgets.

DISCUSSIONS

The results demonstrate the need to have good and open communication between the pupils, teachers, and parents. The school may focus on the extent of use of gadgets by pupils. If the extent of use is known by pupils, parents, and teachers, awareness will be created. Awareness breeds finding solutions and prescribing measures to implement the solutions.

KEYWORDS: gadgets, academic performance

SUBMISSION ID: R04A-BATANP-0476

**Assessment on the Teaching Competencies of Faculty Members in
Selected Public High Schools in Division of Santa Rosa City, Laguna:
Basis for Teachers Development Program**

Divine Grace T. Alipala, Southville IV NHS - Department of Education Santa
Rosa

Abstract

INTRODUCTION

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that teachers possess a certain amount of knowledge and certain attitudes and skills. This is known as competence. To be efficient and effective, a faculty member must be determined to be one. This condition shows that there is a need to assess the teaching competencies to achieve better quality and relevant education among students.

METHODS

This study is descriptive research. A total of 186 faculty members in Balibago National High School, Aplaya National High School, and Southville 4 National High School were used as respondents in this study. A questionnaire-checklist was used as an instrument. A written permit was secured from the division superintendent. The data gathered were analyzed using Slovin's formula, frequency, percentage, mean, One-Way ANOVA and T-Test. Likert scale was also used to determine the teaching competencies of faculty members.

RESULTS

The faculty members of selected public high school in Division of Santa Rosa City, Laguna were "Very Satisfactory" in their teaching competencies based on the aspects of "facilitating the development of the learners' life, career, and skills", "facilitating learning", "preparing appropriate lesson plans in line with the school vision and mission", "creating a conducive learning environment", "developing and utilizing teaching and learning resources", "developing higher order thinking skills", "enhancing ethical and moral values", "assessing and evaluating learner performance", "engaging in professional development" and "networking with stakeholders especially with parents". It also revealed that there is no significant difference between the profiles of the respondents and their perceived teaching competencies.

DISCUSSIONS

The study focused on ten general areas of competencies based on SEAMEO INNOTECH Competency Framework for Southeast Asian Teachers of the 21st Century. This showed that the faculty members were Very Satisfactory in all competencies. Also, no significant difference existed in the faculty members' teaching competencies and their age, gender, highest educational attainment, and years in service, thereby leading to the acceptance of the null hypothesis.

KEYWORDS: Assessment, Teaching Competencies

SUBMISSION ID: R04A-STAROS-0019

**Assessment on the Vocabulary Level of Grade 10 Ingenuity Class of
Mangagoy National High School: Basis for Intervention**

Hizzel De Castro, Department of Education - Tagbina National High School

Abstract

INTRODUCTION

English is the universal language used in every transactions and communication all around the world. To achieve global competitiveness, one should be able to use the language. Therefore, adequate vocabulary is indispensable. Hence, interventions for broadening vocabulary are essential to English Language Learners. In this study, the vocabulary level of the grade 10 students of Mangagoy National High School is determined. Through this, an intervention program will be planned for students who have a low vocabulary.

METHODS

In this research, an adopted 30- item vocabulary test from Paul Nation's Vocabulary test was taken by respondents to measure their vocabulary knowledge and size. A descriptive-developmental research design was employed. The scores of the learners were the basis of categorizing them into the following classifications: students who scored 25 - 30 are in the independent level, 19-24 are in instructional level, and 18 below belong in frustration level.

RESULTS

It was found out that most of the Grade 10 students belong in frustration level, which indicated that most of the respondents still do not have sufficient vocabulary. The results of the test disclose that 76% of the respondents have poor vocabulary knowledge and learning skills, 21% have good vocabulary knowledge and learning skills but with the aid of the teacher and vocabulary learning strategies, and only 3% can study independently to reach the highest standard. Generally, more than half of Grade 10 Ingenuity class have poor vocabulary knowledge and size.

DISCUSSIONS

Majority of the respondents are in the frustration level and are subject to undertaking an intervention design for vocabulary instruction. The outcome showed the need for the respondents to experience intervention strategies with a meaningful task. The intervention could help ESL teachers provide vocabulary learning activities that could be integrated into regular classes. It could also be utilized for future study to assess its effectiveness.

KEYWORDS: assessment, English language, vocabulary level

SUBMISSION ID: R013-SURSUR-0249

Assessment on Trainers Methodology and Capability Training Program for TM Holders: Input to Technical Vocational Skills Development

Romeo E. Endraca & Melody D. Gonzales, Department of Education

Abstract

INTRODUCTION

With the goal of the K to 12 programs of equipping teachers and making them competent on their specialization, the Department of Education-Division of Cavite, through the Curriculum Implementation Division, conducts training for Trainers Methodology (TM) under the TESDA-Work Scholarship Program (TWSP) and Capability Training Program (CTP) for secondary teachers. The main aim of this study is to assess the effectiveness of Trainers Methodology and Capability Training Program for TLE/TVE/TVL teachers.

METHODS

The study applied descriptive research and inferential statistics. Data for the research was gathered through the use of adapted TM evaluation survey form and a self-made questionnaire for Capability Training Program. The location of the study was in General Mariano Alvarez Technical High School, General Mariano Alvarez, Cavite. Data collection covered October 24-25, 2017. To evaluate the outcome of this study, descriptive and inferential statistics were used. The results were obtained using Statistical Package Social Science (SPSS version 21) program in getting the mean, frequency, and chi-square test.

RESULTS

The results of this study showed that Trainers Methodology Program was found to be an extremely effective program for teachers. Among the factors, the competitiveness and credentials of facilitator/trainer were perceived to be extremely effective factors of the program. On the other hand, there were factors found to be least effective, such as the selection of method and appropriateness of activities, which suggest for review and considerations to among training institutions. Using chi-square correlation, it revealed that the teacher-scholars who underwent this program practiced on their respective classrooms the same competencies they have learned from the training. Overall results showed that the Capability Training program was very effective for teachers because it addressed their training needs. General Mariano Alvarez Technical High School, Tanza National Trade School, and Amaya School of Home Industries had produced two thousand six hundred thirty-three or 2,633 students with National Certificates from TESDA.

DISCUSSIONS

Department of Education-Cavite should continue to upgrade the competencies of teachers by conducting Trainers Methodology and Capability Training Program which address the needs of the TLE/TVE/TVL teachers. An effective training program for teachers will produce a well-rounded and versatile student adaptable to the needs of the labor market.

KEYWORDS: Trainers Methodology Program, Training for Work Scholarship Program, Capability Training Program

SUBMISSION ID: R04A-CAVITP-0066

Assessment Power of Three-Tier Multiple Choice Questions in Displaying Understanding and Confidence Level of Shs Students in Kinetic Molecular Theory

Annabel Aguado, Balete Integrated School

Abstract

INTRODUCTION

The fundamental principle of educational psychology is to ascertain what students know and teach them accordingly. It is important, therefore, that teachers know appropriate instruments in assessing and ascertaining what the students know. This may be done by assessing students' conception and validating their understanding through an interview that would allow students to explain the nature of their conception. Unfortunately, most of the assessment tools that teachers are using do not validate students' conceptions. Two-tier MCQs have been used in the educational setting for many decades (Williams 2006), and are also referred to as Assertion-Reason Questions (Habeshaw et al. 1995; Williams 2006) or Permutational Questions (Farthing et al. 1998; Bush 1999). Similar to traditional MCQs, Two-Tier MCQs are classified into the genre of tests known as "Objective Tests". Despite this, there is little academic research and literature published on this long-established method of assessment (Connelly 2004, Williams 2006). This study explored the effects of the three-tier multiple questions, with confidence level on the proficiency level of students, on the concepts of Kinetic Molecular Theory of gases and gas laws.

METHODS

The study adopted a descriptive correlation design using proficiency and confidence level as a parameter to describe the participants. Ten-item, three-tier multiple-choice test was administered to random thirty grade twelve students. Scores and confidence level were correlated to describe the MCQs ability in assessing students' conceptions. A system was developed to categorize the understanding level displayed through the responses made by the participants.

RESULTS

A large percentage of students were approaching and developing proficiency. Students manifested confidence in their responses but shown a negative correlation with scores in each item. Students displayed a full and partial understanding of concepts in KMT but it also revealed misunderstanding or no understanding in some items.

DISCUSSIONS

This classroom-based research considered a small group of participants. No pilot test was conducted and, therefore, the researcher recommends one for a similar study in the future. Results proved the assessment power of three-tier assessment instruments in displaying an authentic understanding of learners. Policy makers may consider developing three-tier MCQs for diagnostic, formative and summative assessments.

KEYWORDS: Three-tier MCQs, confidence level, assessment, KMT, proficiency

SUBMISSION ID: R04A-BATANC-0261

Assessment Practices and Self-Perceived Skills of Secondary School Teachers in Ocampo District, Division of Camarines Sur

Farrel Laporteza

Abstract

INTRODUCTION

Assessment is designed to improve learners' performance and achieve the desired instructional outcomes. At the classroom level, it is critical for attaining sound decision on assessing student learning for it requires the ability of teachers to understand their students and make appropriate actions coherent to accurate assessments. Less explored, however in the Philippine setting, is how teachers employ varied assessment practices considering their perceived skills. In an interview with some teachers, the response was they lack assessment-related training and insufficient know-how in employing diversified assessment activities.

In this study, we delve into the perceived skills of the teachers in employing varied assessment practices across content areas relative to their educational attainment, years in teaching, and professional training.

METHODS

Descriptive-correlational methods were used in the study. Seventy-two secondary school teachers responded to the Assessment Practices Inventory (API) adapted from Zhang & Burry-Stock (1994). With the gathered data, quantitative analysis was used to measure the frequency of usage and the level of skills of the teachers in employing different assessment practices.

RESULTS

Salient findings of the study revealed that the assessment practices of the teachers vary and reflect on the nature of the content areas or subjects they handle. It was also disclosed that teachers with advanced education, who have at least 6 years in teaching and attended at least one professional training perceived a higher skillfulness in using varied assessment practices in assessing student learning. There is a highly positive significant relationship between the assessment practices and self-perceived skills of teachers, such that teachers with the higher self-perceived skills have a higher level of frequency of usage of different assessment practices.

DISCUSSIONS

The results affirmed to study conducted by Zhang and Burry (2003) that teachers' involvement in assessment activities reflects on the nature and importance of the subjects they teach. Attending training or seminars on assessment are encouraged for the teachers with minimal educational attainment, least teaching years and without professional training. Peer mentoring for teachers will also improve the skills and usage of the varied assessment practices in assessing and evaluating learning and in giving an assessment that is suitable to the subject and teaching-learning process.

KEYWORDS: Assessment Practices, Assessment Self-Perceived Skills

SUBMISSION ID: R005-CAMSUR-0025

Assessment through Online Examination: Its Effect on the Academic Performance of Science and Technology, Engineering and Mathematics Students of Anselmo A. Sandoval Memorial National High School

Aizel Anne De Chavez, Anselmo A. Sandoval Memorial National High School

Abstract

INTRODUCTION

Online applications and examinations are already a trend nowadays. Studies say that online examinations hugely affect the students' way of taking examinations. It was never wrong to be open for changes if it is for the betterment of the benefactors.

METHODS

Quasi-experiment was the method used in the study. The sample of fifty respondents, an equal combination from Grade 11 and Grade 12 STEM students, were divided into two groups; the first 25 students took the online examination and referred as the experimental group while the remaining half took the traditional test and referred to as the controlled group. The collected data (scores) was then analyzed through a statistical test, specifically the t-test for an independent sample.

RESULTS

Out of the fifty respondents, 54% of this population preferred Online Examination than Paper Examination. The online examination assessment obtained an overall average score of 75% while the paper examination assessment obtained an overall average score of 53% which shows that there is a significant difference between the two assessments. Through an interview, the researchers found out that most students find online examination easier and more convenient than the traditional paper examination. One factor that affects the online examiner's performance is the slow internet connection. To fully maximize the online assessment's usage, we propose that our government and internet providers should do something to improve the strength of our country's internet connection.

DISCUSSIONS

The results show that online examination is our stepping stone for more advanced and high-quality education. This will pave the way for our education system to be in line with the system practiced in other countries and hopefully be considered as a powerhouse of learning in the near future.

KEYWORDS: assessment, quasi-experiment, online examination, paper examination, powerhouse

SUBMISSION ID: R04A-BATANP-1371

**Assisting At-risk Pupils to Solve Mathematical Word Problems through
the Use of Direct Instruction and Problem Solving Strategies for Grade
Four to Grade Six Pupils in Kayrilaw Elementary School**

Agnes Rogador

Abstract

INTRODUCTION

In today's mathematical classrooms, problem-solving has many effects on pupils learning. It would be presumptuous to say that at-risk students are not successful at problem-solving because students lack conceptual knowledge. In many cases, pupils are familiar with the mathematical vocabulary but may need assistance with the mathematical process. In this action research, it can help those pupils who are at risk in solving Mathematical Problems.

METHODS

To bring the subject of the study, the researcher used the descriptive method using a questionnaire to gather information on how the teachers help at-risk pupils solve Mathematical word problems through the use of direct instruction and problem-solving strategies for Grade Four to Grade Six Pupils in Kayrilaw Elementary School. The data will undergo statistical analysis and the results will provide the intervention needed in improving the teaching process.

RESULTS

Most of the respondents want intense contact with the students as a method of direct instruction. In solving Mathematical Problems, the teachers want the use of PowerPoint presentation. In terms of the pupil's attitudes towards Math, pupils should show enthusiasm in performing mathematical activities. It is recommended that teachers use action research as a means for learning about their own teaching practices. Learning about students' problem-solving abilities in mathematics addressed many questions and concerns about the achievement levels of our students and the needs to help them improve their performances.

DISCUSSIONS

The results reveal that educators need to teach pupils mathematical language skills that include the ability to read with comprehension, to express mathematical thoughts clearly, to reason logically, and to recognize and to employ common patterns of mathematical views. It is recommended that researches continue to be done on the mathematical abilities of the at-risk student. It also recommended that the use of a direct instructional approach be more accepted in our schools. Teachers should have an accurate perception of what and how direct instruction is used. Schools must encourage teachers to believe in the creativity that direct instruction had in attending the needs and progress of all students. Educators need to be more aware of the effect that learning strategies can offer to pupils to achieve a cognitive level of achievement. Furthermore, it is highly recommended that use of technologies in the classroom be increased.

KEYWORDS: intervention, at-risk, instruction

SUBMISSION ID: R04A-BATANP-1702

Assisting Pupils on the Attainment of Positive Study Habits in English of Learners at Calumala Elementary School

Mary Rose Atienza, Teacher – III, Raquel B. Aure, Teacher - III, & Jolean G. Siscar, Teacher - I

Abstract

INTRODUCTION

Poor academic performance is one of the various problems that a teacher encounters as she teaches. Such problems could be attributed to some causes such as social, economic, environmental or psychological factors. Therefore, it is essential to create a captivating, inviting and comfortable place for the pupils to help them cultivate good study habits. It will also provide vital information resources for pupils to develop and sustain good study habits necessary for excellent performance in academic works. Thus, it is imperative for the pupils to cultivate good study habits that will equip them for excellent performance in academic work through the use of a school library and other instructional materials.

METHODS

This study was conducted at Calumala Elementary School, Calumala, Sta. Teresita, Batangas during S.Y. 2017 - 2018. It involved eighteen Grade-IV pupils. The research was conducted using questionnaires which were given to pupils by the researcher. The parents of the students were informed about the research. Moreover, the pupils who participated in the research were informed for its purpose and aims. To avoid neutrality and try to locate positive or negative stances from the sample, the answers were coded using a 5-point Likert Scale (Never, Rarely, Sometimes, Very Often and Always) while the data were analyzed descriptively by comparing the frequencies of the answers.

RESULTS

From the data we gathered, most of the pupils answered in studying daily at home and in getting assistance from their parent in studying English subject at home. They answered sometimes in getting information in the library to answer their homework in English.

DISCUSSIONS

Based on the findings, the researchers hereby draw that the pupils walk into their classroom with a wide range of habits for studying English but do not have many positive attitudes for reading and using libraries. They also do not have a high level of literacy in both print and digital media. After a thorough analysis and going through the conclusions and personal observations, the researchers recommended that the teachers should change their teaching strategies from the usual approach, lowering down to catch up with the level of the pupils. There should be a library study hour on the school time table that would enable the pupils to have a specific time to use the school library regularly. School libraries should have an internet connection to enable the pupils to explore the wealth of information resources worldwide.

KEYWORDS: positive attitude, wide reader, high level of literacy

SUBMISSION ID: R04A-BATANP-0863

**Athletes, Coaches, Trainers, Supervisors/School Heads (Acts)
Stewardship Self-Assessment and the In-House Training of Quirino
Athletic Delegation for the Cavraa 2017: An Analysis**

Mely M. Rubi, Ph.D., Rodante L. Nadal, & Orlando E. Manuel, Ph.D., CESO
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Abstract

INTRODUCTION

Monitoring athletic preparation facilitates the evaluation and adjustment of practices to optimize performance outcomes. Self-report measures such as questionnaires and diaries are suggested as simple and cost-effective approaches to monitoring an athlete's response to training. However, their efficacy is dependent on how they are implemented and used.

METHODS

This study sought to identify the perceived self-assessment on the in-house training of Quirino Athletic Delegation. A survey questionnaire was distributed while semi-structured interviews were conducted with athletes, coaches, trainers and supervisors, and school heads.

RESULTS

Based on the results of the study, the supervisors and school heads had done an excellent performance in the preparation of the in-house training as manifested in the average mean of 4.14, while the self-assessment of coach performance has a mean of 3.84, interpreted as good, and 4.07 for trainers performance self-assessment, interpreted as excellent, and for athletes performance, self-assessment has a mean of 2.79, interpreted as acceptable.

DISCUSSIONS

In view of these findings, the following were recommended: that top management should provide training for coaches who are handling different sports events to give the athletes' needs; intensify and strengthen partnership with stakeholders to give full support to the sports program of the department; know the strengths and limitations of the trainers, coaches, and athletes. All of these will serve as the platform for decision-making.

KEYWORDS: ACTS, Stewardship, In-House Training

SUBMISSION ID: R002-QUIRIN-0151

Athletics Related Activities: Effects on the Academic Performance of Student-Athletes

Jenielyn Austria, Department of Education

Abstract

INTRODUCTION

Education is indeed imperative in the lives of people. It may be acquired from the individual's own ways or by formal schooling wherein the latter is the usual source of learning of almost all. To realize this, educational programs include both curricular or academic activities and extra-class or co-curricular activities. The extra-curricular activities, such as those athletics-related, play a vital role in the academic performance of students, particularly the athletes. Realizing this scenario, the researcher wishes to determine the effects of participation in athletics-related activities on academic performance among students' athletes.

METHODS

The respondents of the study are 52 selected athletes of Wenceslao Trinidad Memorial National High School for the SY 2017-2018. The purposive sampling method was employed. The self-administered survey questionnaire and an informal interview were used in gathering data for the study. A self-constructed semi-structured interview was used for each individual interview. The data will be analyzed and validated. Descriptive statistics will be used to summarize the learners' responses. Frequency and Percentage will be used to interpret the table of responses.

RESULTS

Many of the students participate in sports activities than academic-related activities. The computed mean of academic performance of selected athletes reveals that students are still able to get very satisfactory grades even though they are participating in an extra-curricular activity. The selected athletes of Wenceslao Trinidad Memorial National High School assessed and prioritized the value of different athletic-related activities. The respondents' participation in extra-curricular activities, particularly in academics and other related activities, had no significant relationship on their academic performance. However, a significant relationship was observed in the students' participation in sports activities.

DISCUSSIONS

This study wished to determine the effect of Extra-Curricular Activities (Athletic Related Activities) to distinguish the significant connection between current phenomena. This project determined the importance of athletically-related activities (extra-curricular activities) in relation to the academic performance of student-athletes.

KEYWORDS: Extra- Curricular Activities, Academic Performance, Athletic Related Activities

SUBMISSION ID: R04A-BATANP-0854

Attaining the Learning Competencies through POC3 Process Despite Class Disruption

Siony Lat, DMDPNHS

Abstract

INTRODUCTION

Nowadays, teachers face challenges like class disruptions, resulting in not achieving the curriculum goals. For the achievement of future goals, the manager performed the 5 functions of management in daily tasks to accomplish the goals (Shah, 2017). Since the teacher is a classroom manager (Magbalot 2011), the researcher projected that the 5 functions of management will be a great help in attaining the competencies despite classroom disruption. Hence, the POC3 Process has been formulated to attain the learning competencies despite class disruption.

METHODS

The study utilized the quantitative strategies of inquiry, using the quasi-experimental design and comparative-evaluative method. A researcher-made questionnaire was the main instrument used in collecting data. Then, to attain the competencies despite class disruptions, the POC3 Process was utilized in the experimental group. Having a controlled and experimental group, the effect of variables was tested.

RESULTS

The MPS of a controlled group for the 3rd Quarter in Araling Panlipunan 9 is 71.85 while in the experimental group got 88.62. Then, with the t-tabular value of 1.987 at 0.05 level of significance and T-computed value of 1.993, 1.989, 1.988, 1.997, 1.989, & 1.991 for 6 topics successively, the null hypothesis is rejected. So, it means that there is a significant difference between the performance of the controlled and experimental group. Using POC3 Process is effective in attaining learning competencies despite class disruption.

DISCUSSIONS

The POC3 Process can be utilized as a model in attaining the competencies despite class disruption. It entails proper classroom planning will keep teachers organized and will help students reach objectives more easily. The better prepared the teacher is, the more likely she/he will be able to handle whatever happens unexpectedly in the lesson (AL Shehhi, 2015). The teacher should possess managerial skills to attain optimum goals.

KEYWORDS: POC3 (Planning, Organizing, Commanding, Coordinating and Controlling) Process, learning competency, class disruption

SUBMISSION ID: R04A-QUEZON-0126

Attendance Cards Scanning: Its Impact on the Attendance Rate and Learning Habits of Grade 12 ICT/CSS Students of Victoria Senior High School, Victoria, Laguna

George Oliva & Daryl Peralta, Department of Education - Laguna

Abstract

INTRODUCTION

The physical record of the students' attendance has been an issue to the teachers as it plays an important part in the monitoring and evaluation of their academic performance during the teaching-learning engagement. It is also a means for parents to track their children's presence in the school. In this action research, the proponents provided intervention for teachers in monitoring their class attendance using an Android application that can be downloaded and installed in their smart cellphones for free. Through this application, attendance record will be available for the students and parents anytime without browsing a bulk of traditional attendance sheets.

METHODS

This action research adopted the descriptive method of research as suggested by Hall (2014). The design helped researchers plan and carry out research. It is also designed to provide rich descriptive details about people, places and other phenomena. It often involves extensive observation and note-taking as well as in-depth narrative. Hence, this kind of research design was used to know the effectiveness of the checking of attendance using SAM generated Attendance Cards (AC) to the students' increase of attendance rate. We also used the purposive random sampling wherein a typical case sampling was highlighted. We conducted a daily scanning and monitoring of attendance to our thirty-eight (38) ICT/CSS Grade 12 students using SAM (Scan Attendance Manager) generated Attendance Card for three (3) consecutive months. We gathered the Percentage of their 3 months attendance using the AC for comparative analysis from the previous months where the traditional pen-paper method was used. Then, we conducted a survey to evaluate the effect of the intervention on the students' learning progress.

RESULTS

From the data gathered, for three months of using the Generated AC compared to the traditional checking of class attendance, there was an increase of 21 % in the attendance of students in the month of July (pen-paper method of checking the attendance) compared to the December (using SAM Generated AC) monthly attendance. It is noted that the increase showed a positive impact on the students' attitude in coming to school. 59% Strongly Agreed, 35% Agreed and 4% Disagreed on the importance of monitoring class attendance while 62% of the respondents Strongly Agreed, 29% Agreed and 9% Disagreed on the effect of using AC in the attendance monitoring. Henceforth, there was a significant difference in the use of AC in monitoring the attendance of their class to the academic progress of Grade 12 ICT/CSS students.

DISCUSSIONS

The study revealed that teachers' creative and innovative ways of conducting the learning process affect their students' learning progress. Interest and enthusiasm of the students are manifested through their diligence in attending their classes. Interventions using available technology assisted the teachers in their delivery of the teaching-learning process.

KEYWORDS: Attendance Cards, Monitoring, Learning Habits, Academic Performance,

SUBMISSION ID: R04A-LAGUNA-0047

Attitude and Academic Performance of Selected Junior High School Students in Filipino Subject

Marie Abigail Capuno, Tagaytay City Science National High School

Abstract

INTRODUCTION

The strength of the nation depends on the kind of education the students get, the knowledge to advance it, the skills upgraded and the values embedded in the heart and mind. Filipino instruction is one of the most developed core subjects and it has much to do with it. It contributes precisely to most of the phases of modern civilization. Likewise, it is a discipline that plays a very important role in changing society in general, and the students' daily lives in particular.

METHODS

To obtain the necessary facts and figures regarding the students' attitudes and achievement levels in Filipino, the researcher utilized the descriptive-normative method. This method is deemed appropriate because the study involved a survey and description of existing facts and conditions in the schools as well as the analysis, interpretation, and information from the collected data. A total of 100 junior high school students were involved in the study belonging both to homogeneous and heterogeneous classes. The data and information were classified, systematically organized and subjected to statistical treatments such as the frequency count, percentage, mean, t-test and Pearson product moment of correlation.

RESULTS

The respondents, regardless of age, gender and type of class have similar attitudes towards Filipino instruction. The respondents performed a very satisfactory academic performance in Filipino. A significant difference was noted on the level of academic performance of the respondents in Filipino when grouped according to age. A negligible non-significant relationship exists between negative attitude and overall attitude towards Filipino instruction and the level of academic performance of the students.

DISCUSSIONS

The teacher should plan and implement student activities that will enhance student awareness and competencies in Filipino instruction such as academic, speech, writing and other output- based competitions. School heads should conduct in-service training for Filipino teachers highlighting innovative and constructively aligned teaching strategies and methodology aimed at enhancing the delivery of Filipino instruction. They should develop learning and instructional materials to supplement the delivery of Filipino instruction and conduct periodic program evaluation on the delivery of Filipino instruction to identify gaps and develop strategies to improve the identified problems. They should also conduct a further study to determine the factors affecting the attitude of students towards Filipino instruction.

KEYWORDS: Filipino Instruction, Performance, Achievement Level, Teaching Strategies, Program Evaluation

SUBMISSION ID: R04A-CAVTP-0748

**Attitude of Grade 7 Students Towards the Teaching of Araling
Panlipunan in Lumbangan National High School: Basis for an Action
Plan**

Amalia Agquiz, Department of Education - Division of Batangas Lumbangan
NHS

Abstract

INTRODUCTION

Araling Panlipunan is one of the most useful and important subjects taught in school. It has been in existence since the beginning of time as people of certain ancient civilizations made use of studying and putting into account the events of the past to keep track and move forward through different innovations. History serves as the base for creating certain advanced technologies or instrument to promote and prosper a better way of living. Generally speaking, social studies, be it named "History" or "Araling Panlipunan" in more basic terms, feeds the curiosity of every individual, resulting in our present generation's better way of living, with each one owning their personal sense of "how" and "why" of every event. Effective or successful learning of Araling Panlipunan, therefore, makes a community knowledgeable. Araling Panlipunan deals with the study of the evolution of the human society within individuals as control figure on how people's ideas and events in the past help shape the present and how humanity will manage the present to attain a desirable future.

METHODS

The study utilized the descriptive method of research which made use of the questionnaire in the form of a survey in gathering the necessary data. Descriptive method was viewed suitable to the present study as it focused on the attitude of the students in teaching Araling Panlipunan in grade 7 in Lumbangan National High School.

RESULTS

Most of the respondents were all teenagers and dominated by females. The respondents strongly agreed on their attitude towards Araling Panlipunan in terms of teachers, subject, lessons, and class performance. There was no significant relationship between the attitudes of students toward the teaching of Araling Panlipunan when grouped according to their profile variables.

DISCUSSIONS

The respondents revealed that there was no significant relationship between the responses of respondents regarding their attitudes towards the teaching of Araling Panlipunan. This only proved that the profile of the respondent had no relation when it came to their attitudes on the teaching of Araling Panlipunan.

KEYWORDS: attitude, teaching, Araling Panlipunan, students, action plan

SUBMISSION ID: R04A-BATANP-1632

Attitude of Grade Six Pupils of Lumaniag Elementary School Towards Reading: Basis for Instructional Enhancement

Riza Aurelio, Department of Education

Abstract

INTRODUCTION

Reading is the ability that is essential for pupils' success both in school and throughout life. Record of struggling readers from data for the school year 2016-2017 was really alarming, with 65 out of 95 pupils falling under Frustration Level in English based on their Phil-IRI result. In this fact, the researcher concludes that the pupils need appropriate and urgent solutions to increase their reading test scores and develop meaningful reading experiences. Without a solid foundation in reading, children will struggle with their schooling.

METHODS

Descriptive type of research was used to 30 selected struggling readers from two sections of the Grade Six class. The survey has been done at around 12:00 to 12:30 in the afternoon. Descriptive research is a research design where events are recorded, described, interpreted, analyzed and compared. Its objective is to describe a situation, condition or area of interest systematically, factually and accurately. Descriptive designs include observation, surveys and interviews, standardized tests, and case studies. (Castillo, 2002)

RESULTS

Reading is not the priority of most of the children in the study. Out of 20 questions given to the pupils about their attitude towards reading, 18 questions obtained a "Slightly Upset" result which means that they are not that happy during reading time. They are not comfortable reading out loud in class and reading during weekends or no classes. Only two questions gained "Happiest" for having a book as a present and learning from books. On the second survey about their own perception about reading, it has been revealed that as they heard the word "reading", they got nervous and uncomfortable with it. They read at home but not as often as needed. It indicates that they have more fun reading storybooks with a lot of pictures, comics and other reading materials that gave them entertainment. Although they were aware that reading is what they need to learn, they still choose to play as their favorite hobby. They also think since they are already not good readers, they did not aim to be a good one anymore.

DISCUSSIONS

The results of the study proved that the reading ability of pupils is influenced by factors related to other pupils, school, teachers and home characteristics. If parents guide and teach their children in their reading interests, no pupils will be considered as struggling readers. Follow-up action from parents as well as dedication from teachers are needed to make these pupils good readers in the future.

KEYWORDS: Struggling reader, descriptive research

SUBMISSION ID: R04A-BATANP-0804

Attitude of Public Elementary School Teachers of Tanauan City South District Towards In-Service Training Program: A Basis for a Training Design

Riza Arota, Department of Education - Tanauan City

Abstract

INTRODUCTION

In-service training programs in the past and those underway are indicatives of a pre-occupation in the educational system to update and upgrade the teaching workforce by delivery, evaluation, and research on instruction. The current pre-occupation with instructional methods, techniques, strategies, procedures, aids, approaches, evaluation and research is understandably relevant to the marshaling of the capacity of teachers for better performance. In-service teacher training programs have been widely implemented as a way to improve the quality of education. Educational reform requires teachers not only to update their knowledge and skills but to also totally transform their role as an educator. In-service training helps teachers learn new roles and teaching strategies that will improve pupil achievement. Education and training do not stop when the individual has already attained his degree from his chosen career.

METHODS

The descriptive part of the study includes the perceptions and attitude towards the objective of the in-service education training program. To further understand the descriptive method, the researcher was guided with the definition of Manuel and Medel (2014) who proposed that this method involves the description, recording, analysis, and interpretation of the present nature, composition or processes of the phenomena

RESULTS

All of the respondents were positive towards the in-service training program and they agreed on the important components such as guidelines, materials/devices, trainer's role performance, and expenses. There is no significant difference in the perceptions of the respondents on the different components of the in-service training program. Majority of the respondents have Very Satisfactory performance rating based on the Individual Performance Commitment Review Form (IPCRF). There is no significant relationship between the performance of the teacher respondents and their attitude towards the components of the in-service program. Based on the study, a training design for School-Based LAC Sessions on K-3 Early Language Literacy and Numeracy should be proposed for effective classroom management.

DISCUSSIONS

Today schools continue to move into a different phase of educational reform. One factor that is consistent in each school plan is the need for the in-service training program.

KEYWORDS: Attitude, teachers' response, in-service training programs

SUBMISSION ID: R04A-TANAUA-0006

**Attitude of Public School Teachers Toward Graduate Education:
Trajecting Continuing Professional Development Today; Projecting
Efficient Leadership of Tomorrow**

Rosalie Malabanan, Department of Education - Cavite

Abstract

INTRODUCTION

According to CHED Memorandum Order No.4 Series of 2016, graduate education is the apex of the educational system. As such, it shall showcase the best of the academic and intellectual products and process of the system. To continue postgraduate education, individuals must truly realize the term and that they really want the program. This research endeavored to ensure that teachers will continue on their graduate education degree by examining the attitudes of public school teachers in the City of Tagaytay towards the graduate education system and their reasons on pursuing their graduate education.

METHODS

A quantitative correlation research design was utilized using a researcher-made questionnaire. The main source of the data came primarily from 110 Public School Teachers from the City of Tagaytay which is composed of 62 respondents from Elementary Schools and 48 respondents from Secondary Schools.

RESULTS

The teacher-respondents have a positive attitude toward graduate education. Developing a positive attitude towards graduate education plays an important part in their future process of education. Their primary reason for pursuing a graduate education degree is to advance on their professional growth and development, as they want to upgrade their ability or enhance their capacity to educate students. It is expected that through graduate education, teachers will have a positive impact on student learning and achievement. It is vital to determine the reasons for teacher candidates accepting or refusing postgraduate education and to what extent they are ready for the educating process.

DISCUSSIONS

The results demonstrate the need for our government, specifically the Department of Education, to create and provide a support mechanism for teachers to ensure that teachers will be able to continue pursuing their graduate education degree.

KEYWORDS: Graduate education system, attitudes, public school teachers, continuing professional development

SUBMISSION ID: R04A-CAVITP-0281

**Attitude on Cooperative Learning of Grade Five Mathematics Pupils
and its Relation to their Academic Performance in the Selected Public
Elementary School in Municipality of Alfonso**

Luisa Condat

Abstract

INTRODUCTION

The study evaluated the attitude on cooperative learning of grade five Mathematics pupils and its relation to their academic performance in the selected public elementary schools in the municipality of Alfonso. Specifically, the researcher sought to answer the following questions: What is the profile of the respondents in terms of sex, age, and school? What is the perceived attitude of Grade 5 pupil-respondents on cooperative learning? What is the academic performance of Grade 5 pupil-respondents in Mathematics? Is there a significant relationship between pupil-respondents attitude on cooperative learning and their academic performance? Is there a significant difference in the attitude of respondents on cooperative learning when grouped according to profile?

METHODS

The study utilized a descriptive research design with one hundred eighty-nine (189) grade five Mathematics pupil-respondents. The respondents were from Alfonso Central School, Kaytitinga Elementary School, and Pansin Elementary School. The researcher's modified instrument consists of 20 item questionnaire which was divided into two parts: the profile of the respondents and their attitudes on cooperative learning. The corrections, suggestions, and comments made by the validators regarding the items in the questionnaire were considered for the final draft.

RESULTS

Findings have shown that the pupil-respondents' profile in term of sex is mostly female, 10 years old in terms of age, with Alfonso Central School having the highest number of respondents. The result of this study found out that most pupil-respondents have a positive attitude on cooperative learning in Mathematics. In the academic performance of the pupil-respondents, they mostly received satisfactory during the first quarter in Mathematics. The data indicated that pupil-respondents embraced cooperative learning whether they have high grades or not but there are pupil-respondents still beginning to embrace it. Based on the study, there is no significant difference in the attitude of pupil-respondents toward cooperative learning when they are grouped according to sex and age but it is significant when they are grouped according to school.

DISCUSSIONS

Furthermore, this study may be replicated or may serve as a reference for future research. It is also recommended that researchers do further studies on the attitudes towards cooperative learning of pupils and its relation to their academic performance.

KEYWORDS: Cooperative learning, academic performance

SUBMISSION ID: R04A-CAVTP-0297

**Attitude Towards the Use of Technology of Selected Grade 10 Students
at Boot National High School: Basis for an Enhancement Program**

Ma. Jessa Barrion, Department of Education - Tanauan City

Abstract

INTRODUCTION

The main objective of the study is to identify a significant relationship in terms of respondent's gender and socioeconomic status and their attitude towards the integration of technology in teaching the TLE subject.

METHODS

The study made use of the descriptive-survey method to randomly selected Grade 10 students of Boot National High School. A modified questionnaire-checklist adopted from PATT USA (Pupils' Attitude Towards Technology) was used for the survey. This questionnaire has three indicators comprised of close-ended questions about general interest, technology as an instructional tool, and benefits of technology. The weighted mean was calculated to determine the average response based on the weight of the chosen category. T-test was used to assess whether the means of the groups were statistically different from each other.

RESULTS

The results show that there is no significant relationship between gender and attitude of the respondents towards the use of technology in instruction. Furthermore, respondents' economic status is hardly a factor in influencing the student's positive response to the integration of technology in TLE instruction. On the basis of the results of this research, it is concluded that first, there is no gender divide in technology as represented by constant high response gained from the study. Second, economic status is a non-factor on the attitude of respondents towards technology. Then, the results implied the effectivity of technology as a learning tool because of the student's awareness of its benefits. Lastly, having a consistently positive response arguably means that students are ready for classroom or lesson advancement.

DISCUSSIONS

In line with the results obtained in this study, the researcher recommends the following activities to further enhance integration effectiveness: (1.) Acquaint students in research studies; (2.) Provide adequate training and monitoring of technological skills for teachers; (3.) Support of school heads on the needs of teachers for effective integration of technology in the curriculum; (4.) Provision of school districts for a Professional Development Plan; (5.) Increase of curriculum developers' awareness of the benefits of technology; (6.) Conduct of future researches to study students' preference for instructional approach.

KEYWORDS: Attitude, Technology, Technology and Livelihood Education

SUBMISSION ID: R04A-TANAUA-0033

**Attitude Towards the Used of Mother Tongue Based Multi-Lingual
Education in Mathematics and Academic Performance of Grade 2
Pupils: Basis for Lesson Exemplars**

Reyna Estoria, Teacher

Abstract

INTRODUCTION

Students' attitudes toward Mathematics class lessons can be different from each other. Attitudes can change once the atmosphere is favorable to them. A student can be good in Mathematics class at the beginning of the year because they have no distraction yet. This student can be good throughout the year depending on the situation. A student can be poor right from the start because he does not like everything in the school while the rest of the class is striving to be good. This is the environment in almost all classes, whether it is a private school or a public school. If the teacher is good at explaining her subject and her methodology is a perfect fit for students then we can expect high results and attitudes can be good as well.

METHODS

The study made use of descriptive research because this design is suited in the present study as it will describe how the respondents assess the present practices of teachers. It will involve the description, encoding, analysis, and interpretation of the processes of assessment.

RESULTS

The study revealed that attitudes of the pupil's influence students' achievement in Mathematics. It also revealed that good student attitudes lead to better achievement in Mathematics. It was also observed that pupils generally have good attitudes toward Mathematics using MTB MLE. From the findings, we discovered the following major findings: There was a significant relationship between students' attitudes toward MTB MLE and academic achievement in Mathematics. There was a significant difference in academic achievement in Mathematics and attitudes of the Grade 2 pupils on Mathematics using MTB MLE.

DISCUSSIONS

The reason pupils were not doing well in Mathematics is because of their ineffective attitudes toward Mathematics when teachers are not using pupils' native language. Most students do not solve or practice mathematical problems because they assume that Mathematics consumes their time. Because of this, the consequence reveals that they have low achievement. With these, we can conclude that the positive attitudes of the pupils are a predictor of pupil's achievement in Mathematics and for a pupil to do well in the subject, he/she must use the appropriate (native) language which is easily understood by them.

KEYWORDS: ACADEMIC PERFORMANCE, MATHEMATICS, MOTHER TONGUE BASED MULTI-LINGUAL EDUCATION, ATTITUDES

SUBMISSION ID: R04A-CAVTP-0586

**Attitudes and Anxieties of Gas and Tvl Strand Students Towards
English as Medium of Instruction in Emiliano Tria Tirona Memorial
National High School-Integrated Senior High School A.Y. 2018-2019**

Marisol Encarnacion & Angelica Peregrino, Department of Education
ETTMNHS

Abstract

INTRODUCTION

According to Dearden (2015), there is a fast-moving worldwide shift towards using English as a Medium of Instruction (EMI) for academic subjects such as Science, Mathematics, Geography, and Medicine. Despite the spread of English as the universal language, it is not uniform and that is reflected in the differences in levels of proficiency, especially in the students' capability in using the English language. The Social Weather Station (SWS) in its March 2006 survey said that only three out of ten Filipinos could speak the English language fluently. This may be attributed to the attitudes and anxieties of learners in speaking English. As of now, there are only limited studies regarding the attitudes and anxieties of students towards English as Medium of Instruction (EMI), specifically in GAS and TVL strand students in ETTMNHS-ISHS.

METHODS

The study utilized the systematic sampling wherein the researchers used the formula of $n = \text{population size} \times \text{overpopulation sample size}$ in getting the sample size of the respondents. To identify the attitudes and anxieties of the respondents, the researchers used the FLCAS created by Horwitz, Horwitz, and Cope (1986). The questionnaire is distributed to 254 respondents from GAS and TVL students selected via systematic sampling. Factors such as the respondent's age, socioeconomic status, and academic performance were not considered in the study.

RESULTS

After the process of distributing and collecting the questionnaire and computations, the results were retrieved by the researcher. Through the use of FLCAS, the result stated that the respondents were neutral in their attitudes and anxieties towards English as Medium of Instruction.

DISCUSSIONS

Results from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986) revealed that the respondents were neutral in their attitudes and anxieties towards English as Medium of Instruction (EMI). It means that some of the respondents had positive attitudes towards English as Medium of Instruction (EMI) and some of them had negative attitudes or anxieties towards English as Medium of Instruction (EMI).

KEYWORDS: English as Medium of Instruction, attitudes and anxieties, strand, students

SUBMISSION ID: R04A-CAVTP-1065

**Attitudes and Competencies of Teachers in Using Multimedia
Technology in Teaching at Wenceslao Trinidad Memorial National
High School**

Jhoan Suarez & Lanny Tolentino, Department of Education

Abstract

INTRODUCTION

The use of multimedia in the classroom cannot be denied any more for it enhances students' learning, teachers' instruction and serves as a catalyst for improving access to quality education. In this regard, teachers of Wenceslao Trinidad National High School are now investing in TV sets, laptops, and projectors. This being so, they are expected to be competent and have the right attitude in the use of multimedia technology in teaching. This study was conceptualized to distinguish the significance of multimedia technology as a tool to enrich the teaching-learning process. The researchers believe that with multimedia, the process of learning can become more oriented, more participatory, and flexible in time and space, can be unaffected by distances and tailored to individual learning styles, and can increase collaboration between teachers and students.

METHODS

A descriptive method of research was used to describe the attitude and competencies of teachers on the use of multimedia in teaching. The entire population of teachers was purposively selected regardless of their profile and a questionnaire - checklist was utilized to gather pertinent data. The questionnaire consists of a structured series of questions based on the specific statements of the problem of this study.

RESULTS

The findings of this study revealed that most of the respondents had a positive attitude and high competency in using multimedia in teaching, though some factors like the condition of facilities and the availability of resources discouraged and hindered some teachers from using multimedia in teaching.

DISCUSSIONS

Based on these results, the existing multimedia facilities may be improved and modernized and school administrators may provide a multimedia classroom for every subject area. In connection, various training on the use of multimedia may be conducted for the least competent teachers and continuous use of such equipment may be encouraged to address the problem. Undeniably, it is of great help in the continuous improvement of teachers if they value the use of multimedia technology as a tool in teaching.

KEYWORDS: attitudes, competencies, multimedia

SUBMISSION ID: R04A-BATANP-0750

Attitudes and Mathematics Performance among Grade 10 Students of Ungos National High School at Real, Quezon towards an Effective Mathematics Instruction

Luzveminda Selim, Ungos National High School

Abstract

INTRODUCTION

The issue of low-quality Mathematics education is one of the growing major concerns not only in the country but in foreign countries as well. Contributory to this low academic performance of our basic education is the Mathematics performance of students in Ungos National High School, at Real, Quezon. The Mean Performance Score (MPS) of the students in Mathematics for two consecutive school years, for 2014 - 2015 and 2015 – 2016, had been 67.49% and 67.64% respectively. This is far below the set standard passing percentage which is 75%.

METHODS

The research used the descriptive method. A survey-questionnaire was administered in gathering the data to determine the attitudes of the students towards the Mathematics subject, towards the teacher, and towards their classmates in relation to their Mathematics performance in Ungos National High School, S.Y. 2016 - 2017 at Real, Quezon in an effort to devise ways towards an effective Mathematics instruction. It employed 142 fourth-year students in the said school. Furthermore, observations and interviews were made to validate the findings.

RESULTS

The respondents showed that their attitude towards the Mathematics subject is noteworthy. The same is true with both their teacher and their classmates. The majority of the students registered an "approaching proficiency" level of performance in Mathematics. With regards to the significant relationship between the student's Mathematics performance towards the subject, teacher and classmates, the attitudes of the students towards the subject have no significant relationship to their level of performance in Mathematics given by the coefficient of correlation or R-value 0.019 at 0.01 level of significance. On the other hand, the attitudes of students towards their teacher and the attitudes of students towards classmates have a significant relationship to their level of performance in Mathematics as shown by the computed correlation of 0.317 and 0.450, respectively, which reached a significance level at 0.01.

DISCUSSIONS

The results show that the teachers and the classmates of students adversely affect the students' performance in Mathematics. Therefore, teachers should continue to adopt different teaching strategies that can highly motivate the students to learn. With this, they should keep attending to seminar-workshops and training geared at refilling their reservoir of teaching strategies as a way of being able to appropriately address the nature, needs, and interests of their 21st-century learners.

KEYWORDS: performance in mathematics, students' attitude

SUBMISSION ID: R04A-QUEZON-0094

Attitudes of Public Elementary School Teachers Towards School Learning Action Cell in the Division of Tanauan City: Basis for a Proposed Action Plan

Marilou Castillo, PESPA

Abstract

INTRODUCTION

Teachers have one of the most important roles in our society - they mold and shape the future of every future Filipino child. Teaching is the noblest among all other professions because it influences the lives of children and causes a tremendous effect on their thinking and beliefs. For teachers to give the utmost service, the end goal of any profession, continuing professional development is a must. The Department of Education fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and their commitment to the development of teacher's potential aimed towards their success in the profession. School Learning Action Cell, which primarily functions a professional learning community for teachers, is an activity for facilitating the learning of the know-how of teaching and learning process for them to perform their duties and responsibilities as effective and efficient teachers.

METHODS

The descriptive method of research was used in this study. This was used to describe the perceptions and attitudes of teachers toward the School Learning Action Plan. To gather the needed data and information, the researcher used a questionnaire which was based on the component/ objectives considered.

RESULTS

The teachers are open to changes, which is very important in coping with the trends and demands of education. There is a significant difference between the perceptions of respondents on the different components of the School Learning Action Cell. Most of the teacher respondents got a Very Satisfactory rating on their Individual Performance Review and Commitment Form (IPCRF).

Finally, there is a significant relationship between the performance of the Teacher-Respondents and their Attitudes Towards the Components of the School Learning Action Cell.

DISCUSSIONS

From the data gathered in this study, it shows that an extensive training program must be initiated by the school heads to produce competent teachers and help them widen their expertise. A conclusive approach towards in-service training program will inspire better renovation, a tool in effective teaching and learners' performance.

The teacher's positive attitudes towards SLAC will give way for their improvement and professional growth.

The school head needs to strengthen their School Learning Action Cell program and encourage the teachers to have a more positive attitude, because it will help not only them but their pupils as well.

KEYWORDS: attitudes, professional development, learning action cell

SUBMISSION ID: R04A-TANAUA-0212

Attitudes of Teachers on Using Educational Technology in Tuy District

Jona De Jesus

Abstract

INTRODUCTION

In the advent of the implementation of the K-12 Basic Education Curriculum of Department of Education, the need to use educational technology in the classroom is important since the integration of subject areas is emphasized. The educational system is being challenged to assure everyone that all pupils are technologically literate by the dawn of the 21st century and equipped with communication, math, science, reading and critical thinking essential for enhancing learning and improving productivity and performance.

METHODS

The investigation described how the teachers assess themselves on the use of educational technology in different elementary schools in Tuy. The study utilized the descriptive method of research to assess the attitudes of teachers in using educational technology. The participants of this study were recruited from the teachers from elementary schools in Tuy, Batangas. Data were gathered through a questionnaire containing the indicators regarding their attitudes on the use of educational technology.

RESULTS

The results of the study were (1) Most of the respondents were female teachers. There were also more married respondents compared to single in status and most of them are graduates of Bachelor in Elementary Education with Graduate Studies units and have a lengthy period of teaching in terms of years in service. (2) The respondents responded to the extent use of educational technology in the classroom like photographs, film slides, radio cassettes, overhead projector, television, video/DVD/Multi-media as useful. (3) The respondents responded with uncertain, which may be concluded that they nearly agree in the use of educational technology. (4) There was a significant relationship between the extent of use of various educational technology and attitudes of teachers towards the use of educational technology.

DISCUSSIONS

Based on the results, it is recommended that classroom teachers should learn how to use educational technology whether they are young or old. The school heads should seek assistance from the District Supervisor, through Local and Provincial School Board, to provide more funds for supplying the needed various educational technology and facilities that can be used in the classroom. Teachers should also adopt the importance of using educational technology in the classroom for the improvement of the teaching and learning process. To enhance the use of educational technology in the classroom, the proposed action plan can be used by the school administrators and every teacher.

KEYWORDS: Attitudes, Educational Technology, public elementary school teachers, Multi-media, action plan

SUBMISSION ID: R04A-BATANP-1531

**Attitudes of Teachers Towards Strategic Intervention Material and
Academic Competence of Grade 8 Students in the Division of Lipa, S.Y.
2015-2016**

Aillen De Guzman, Bolbok Integrated National High School

Abstract

INTRODUCTION

Many students manifest difficulties in comprehending technical science concepts, most specifically the uncommon terms, which needed a consistent demonstration of some processes to make them concrete in the minds of the students. In many cases, repetitive instruction is required, along with vividly described pictures and illustrations, due to the inadequate science tools and materials in the laboratory. Lack of these materials creates a gap in the teaching-learning process. Consequently, the transfer of learning is less facilitated. On the other hand, such inadequacy pushes the teachers to become more innovative to the extent of devising strategic intervention materials. They are used to re-teach difficult concepts discovered from previous test results where most of the students got incorrect answers to the questions. Intervention materials should be often utilized as a tool for enhancing students' academic competencies in Science.

METHODS

The researcher utilized the descriptive method of research with the questionnaire as the primary data gathering instrument validated and administered to 51 teachers of science. Supplementing the results of the survey were the results of the test administered to 235 students of three public secondary schools.

RESULTS

Generally, the attitudes of teachers towards SIM can be described as follows: they believe on the educational value of SIM; they are willing to develop and use SIM to improve their students' competency and proficiency; they adhere to the underlying principles on its purpose and function. The science teachers agree on the provisions pertaining to the attitudes towards the Strategic Intervention Material. The teachers' attitude towards SIM relates significantly to their students' level of academic competence and proficiency.

DISCUSSIONS

The teachers should maintain their positive attitude towards the development and utilization of SIM since it greatly helps in determining students' weaknesses and improving their competence and proficiency, particularly when its development is precise and its utilization is constant. The students' proficiency level could likewise be improved through the teachers' manifestation and demonstration of utmost dedication and commitment to their profession. Teachers must not stop their pursuit of further professional growth and development through attending seminars and training. Through their efforts, they would make their instructional practices aligned with the current demands and goals of the K to 12 curricula.

KEYWORDS: STRATEGIC INTERVENTION MATERIAL, ACADEMIC ENHANCEMENT, SUPERVISORY IMPLICATION

SUBMISSION ID: R04A-LIPAC1-0143

Attitudes Toward School Paper Publication and Journalistic Skills of School Paper Advisers in Rosario West District, Division of Batangas

Marilyn Marasigan, Department of Education

Abstract

INTRODUCTION

The study assessed the attitudes toward school paper publication and the journalistic skills of school heads and school paper advisers in Rosario West District, Division of Batangas during the school year 2014 - 2015. Cognizant of the role of campus journalism in sustaining advocacy on social consciousness for the students and teachers as well, it attempts to devise a plan of action for improving the attitudes and journalistic skills of school paper advisers toward school paper publication.

METHODS

The descriptive method of research is employed with the use of a questionnaire in gathering data. Fifty-one school paper advisers and 24 school heads from the 24 public elementary schools of Rosario West District, Division of Batangas during the school year 2014 - 2015 are involved as respondents of this study. The weighted mean, t-test and correlated coefficient are the statistical measures used to analyze the data.

RESULTS

The study reveals the following results: (1) the school heads have strongly agreed that the school paper advisers manifest a favorable attitude towards school paper publication; school paper advisers, however, agreed that they possess such attitude; (2) school paper advisers possess a high level of journalistic skills as perceived by the school heads and the school paper advisers themselves; (3) school heads and school paper advisers' assessments on attitudes of the latter toward school paper publication do differ significantly high in terms of staff development, conceptualization, and evaluation of school paper; while in terms of journalistic skills their assessments differ significantly high in terms of editing, differ significantly regarding writing, and do not differ significantly in terms of designing; (4) there is a significant relationship between school paper advisers' attitudes toward school paper publication and their level of journalistic skills on the different variables; (5) the proposed action plan is expected to enhance the school paper advisers' attitudes and journalistic skills.

DISCUSSIONS

The results revealed that school paper advisers manifested a favorable attitude towards school paper publication and possessed a high level of journalistic skills as perceived by the school heads. Further enhancement through seminar- workshops and training on journalistic skills are highly needed through the proposed action plan.

KEYWORDS: journalism, attitude, skills, school paper, perceptions

SUBMISSION ID: R04A-BATANP-0904

**Attitudes towards Fraction of Grade Six Pupils of Iriga Central School,
Iriga City**

Jacob Jove, Iriga Central School

Abstract

INTRODUCTION

One of the concerns of today's mathematics education is to produce intelligent pupils who will eventually become better citizens of the future. Children today not only deeply apply mathematics in solving problems they encounter in their daily lives but also develop skills which will enable them to solve more complex problems in the environment or society where they live. In preparing the pupils of today to become successful individuals of tomorrow, mathematics teachers need to ensure that their teaching is effective and encourage every learner to love the subject. Teachers should have the knowledge of how students learn mathematics and how to teach best using different strategies and approaches.

METHODS

The researcher made use of the descriptive survey method. The statistical tools used were the frequency distribution, percentage technique, weighted mean, Five-Point Rating.

RESULTS

1) Majority of the pupil-respondents were on the age bracket of 12 years old and above with most of the pupil-respondents as males; on favorite topics on Mathematics, majority of the pupil-respondents liked to work with Area, Perimeter and Volume. 2) On attitudes of the pupil-respondents towards Fraction, the majority agreed on statements such as: I want my teacher to explain thoroughly the lesson for me to understand; More examples should be given for thorough understanding; Working in groups helps me better understand Math, and I feel the comfortable solving problem with a partner. 3) The majority preferred the Drill Method or Group Activity and Programmed Instruction as the strategies or approach on teaching Fraction. 4) The proposed output, the Activity Booklet in Fraction, could be utilized to promote good attitudes towards fraction among the learners.

DISCUSSIONS

The researcher, as a Mathematics teacher who completely believes that learning is most effective when pupils are actively involved in sharing ideas and work cooperatively to complete academic tasks, aims to develop programmed instructional materials on fractions. Mathematics for Grade Six is concerned with different learning competencies which include problems on fractions involving different processes. Hence, the researcher felt the need to introduce materials and develop problem-solving skills, attitudes and inculcate values among young learners. Hence, attitudes of learners towards Mathematics can be changed, producing graduates with the ability to apply mathematical skills in real-life situations.

KEYWORDS: attitudes, fraction, pupils

SUBMISSION ID: R005-IRIGAC-0025

Attributes of Teachers' Job Satisfaction and Pupils' Performance in the City Schools Division in the Second District of Laguna

Norma Carta, Banlic Elementary School

Abstract

INTRODUCTION

Researchers in education focused their studies on the improvement and innovations in this field that centered on the welfare of the learners. Since the teachers are the daily, major, and direct role players in teaching, it is essential to know the level of factors other key players add in giving complexity to their tasks. This research assessed the school administrator's leadership behavior and the teachers' level of emotional intelligence in connection with the teachers' job satisfaction and pupils' performance.

METHODS

The research employed the quantitative research design and survey questionnaire as the main data gathering instrument. Stratified random sampling was used to select 445 respondents (out of 2140) in the public elementary school in the Second District of Laguna. Weighted Mean was used to determine the respondent's perceptions on (1) the leadership behavior of the school administrators and (2) the teachers' level of emotional intelligence assessed in the teachers' job satisfaction.

RESULTS

The following conclusions have been drawn based on the findings:

1. There is no significant relationship between school administrators' leadership behavior and the teachers' level of emotional intelligence with the teachers' level of job satisfaction.
2. The teachers' level of emotional intelligence and teachers' level of job satisfaction has no significant relationship on the pupil's NAT performance.

DISCUSSIONS

The teachers' job satisfaction has no significant relationship with the school administrators' leadership behavior and teachers' emotional intelligence. Also, the teacher's emotional intelligence and job satisfaction has no significant relationship with the pupil's performance. The school administrators' leadership behavior and the teachers' emotional intelligence are very important in the satisfaction of teachers in their work. These have an effect on the pupil's performance as what many would believe. But based on the research, it has no significant relationship on the pupil's NAT performance. With teachers being the major role players every day in this field, it is important to offer something more to the teacher. The school administrators should continuously grant awards and incentives to boost job satisfaction. Principals should motivate both the teachers and the pupils on the different innovations to improve the NAT.

KEYWORDS: School Administrator's Leadership Behavior, Teachers' Job Satisfaction and Pupils' Performance

SUBMISSION ID: R04A-CABUYA-0086

Audio-Assisted Reading and the Reading Comprehension of Grade 7 Students

Ester Espinido, Department of Education

Abstract

INTRODUCTION

Reading Comprehension has been the problem of schools especially in the remote areas where reading materials are so limited. Hence, one English teacher in a school conducted a study titled Audio - Assisted Reading and the Reading Comprehension of Grade 7 students which aimed to determine the effect of the audio-assisted reading technique on the reading comprehension of the Grade VII students using the PHIL-IRI materials.

METHODS

A quasi-experimental design was used to the 60 students in two sections who were in the frustration level on their reading comprehension during the pretest. From the 60 students, 30 received an intervention activity (experimental group) using an audio-assisted reading in a form of recorded voice of pronouncing the words, reading the sentences and passages, while the other 30 students, the control group, were exposed to silent reading. The activity was done during their Independent Cooperative Learning Time (ICL) and an assessment test was conducted after the activity.

RESULTS

Test results of the students from the two groups were recorded for comparison and observation. The control group has low results in the performance. From 30 students, only two or 6.67% improved from frustration to independent level and four or 13.3% from frustration to instructional level. On the other hand, the experimental group exposed to audio-assisted reading showed a better performance. From 30 students, eight or 26.67% improved from frustration to independent level and 12 or 40% from frustration to instructional level.

DISCUSSIONS

The results showed that learners will improve their skills if interventions will be applied to their needs. The results proved that students under the experimental group were observed to have developed a greater understanding as compared to the control group. The research has figured that from the non-independent and non-instructional readers originally, class instruction with and without audio assistance helps students in both groups become independent and instructional readers, with a more improved performance observed in the experimental group. It also helps decrease the number of those under frustration level, favoring that of the experimental group.

KEYWORDS: **KEYWORDS:** audio-assisted reading, reading comprehension, word recognition, instructional frustration, independent

SUBMISSION ID: R013-SIARGA-0003

Augmenting Science Performance through Cooperative Learning at San Gregorio Elementary School

Edjie Calanog & Elisa Bathan, Teacher III

Abstract

INTRODUCTION

Cooperative learning can be defined as a teaching method that involves students in the learning process to understand and learn the content of the subject. This study is an effort to give a new dimension by providing positive results of cooperative learning activities on the performance of Grade IV pupils at San Gregorio Elementary School. SGES has an implicit vision of augmenting the academic performance of its populace, especially in Science. Moreover, as reflected in the performance indicator of the school, Science as a subject is one of the weakest subjects that needed ample action.

METHODS

The study utilized a quasi-experimental design. This design was selected on the basis of the nature of the problem and the study hypotheses. The study design consists of two groups: the treatment group (21 pupils) and control group (21 pupils).

RESULTS

The study revealed that the status of the Grade IV pupils' academic achievement was on an equal level of achievement before the intervention. The pupils showed a significant increase to their academic achievement as supported by the Pre and Posttest results in Science for the First Quarter School Year 2017-2018. The statistical results revealed that cooperative learning, when used as an instructional strategy, has a positive effect on pupils' academic achievement. The results show the significant relationship between the mean achievement scores of the control and experimental groups after the cooperative learning was utilized.

DISCUSSIONS

Cooperative learning, when used as an instructional strategy, has a positive effect on pupils' academic achievement. This study suggested that science teachers in the field of education should give serious and favorable consideration to pedagogical approaches such cooperative learning. The cooperative learning method is strongly recommended to be used in teaching Science at Elementary level.

KEYWORDS: cooperative learning, science performance, quasi-experiment design

SUBMISSION ID: R04A-BATANP-0447

**Augmenting Sta. Lucia National High School Grade 8 Learners'
Performance on the Use of Spatial Prepositions through Localized
Board Game**

Riza Lyn Salvanera & Remark Salvanera, Sta. Lucia National High School

Abstract

INTRODUCTION

A preposition is often considered as the most difficult part of grammar since it causes much confusion to both English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. In Sta. Lucia National High School (SLNHS), Grade 8 learners commit lots of mistakes when it comes to the use of prepositions as revealed in the error analysis conducted by the researcher. This existing condition prompted the researchers to develop a localized instructional material that would improve students' performance on the use of prepositions also aligned to their point of interest.

METHODS

This employed the descriptive method of research, which utilized the quantitative-qualitative approach, to deal with in-depth analysis and interpretation of the data gathered. An error analysis was done to identify students' faulty use of spatial prepositions. Likewise, an interview to determine students' point of interest and locality was conducted. This became the basis of localized instructional material development. It was followed by the development of localized IM succeeded by the research implementation. It was ensured by the administration of the adapted test and learners' evaluation of the instructional material utilized. Afterward, the transcription of the interviews and analysis of the results of the study were done.

RESULTS

It is determined that there is a significant difference between the number of errors committed by the respondents before and after the utilization of the instructional material. Aside from the large decrease in terms of the respondents' errors, 11 out of 34 attained a zero error after the implementation. The instructional material employed is also found effective and acceptable as evidence in 3.82, 3.52, 3.81 and 3.82 average weighted means in terms of interest, familiarity, clarity, and appropriateness. This implies that the localized board game has a positive contribution to learning spatial prepositions.

DISCUSSIONS

This research is limited to the Dolores district since the places used in the localized board game are within the said locality. However, places may be modified so it may be applied in other locales. This research is innovative since the utilization of localized board game is a new approach in aiding students' understanding of spatial prepositions. This study would also be of great help to language teachers in terms of improving their learners' performance on the said topic.

KEYWORDS: Spatial Prepositions, Localized Board Game

SUBMISSION ID: R04A-QUEZON-0292

Aural Comprehension Processes to Enhance the Listening Comprehension of Grade 10 Students

Jovy Vergara, Department of Education

Abstract

INTRODUCTION

Listening, like reading, writing, and speaking, plays a big role in English language learning. The difficulties faced among non- native speakers in aural development has placed the listening comprehension level of the learners at stake.

METHODS

The conduct of this study was made to identify the aural comprehension process for determining the areas in listening comprehension needed for enhancement for the Grade 10 students of Mataasnakahoy National High School during the school year 2018-2019. To achieve the purpose, the researcher employs the use of the top-down and bottom-up approaches in improving their listening comprehension. A descriptive method of research utilizing adopted listening for the teacher to determine the adequacy of the aural comprehension processes was used.

RESULTS

The finding on the pre-assessment test, which has a mean of 68.45, has greatly improved as evident in the post-assessment test result which has a mean of 78.11. The p-value of 0.152, which was greater than the 0.05 significance level, indicates that there is no significant difference in the result. It shows that the respondents have thoughts regarding their listening skills as part of their learning process.

DISCUSSIONS

English teachers may give the same attention and importance on the development of listening skills among students as reading, writing and speaking. They may utilize the approaches and propose a strategy for improving the listening comprehension of the learners.

KEYWORDS: aural comp

SUBMISSION ID: R04A-BATANP-0458

Authentic Game-Based Learning Approach and Grade 7 Students' Scientific Inquiry Skills: Addressing Misconceptions in Physics

Reden G. Briz, Pedro Guevara Memorial National High School

Abstract

INTRODUCTION

In the Philippines and around the world, people are talking about a science and technology-based world and a knowledge-based economy. Given the expectations and skills required to live successfully in such an environment and the varied problems of science education in the country, there is a need to rethink the vision of Science education. This research study entitled "Authentic Game-Based Learning Approach and Assessment of Grade 7 students Scientific Inquiry Skills: Addressing Misconceptions in Physics" was conducted to find out other methods of instruction that can be used in teaching science, most especially in Physics, by focusing on the 21st-century skills of the students namely, predicting, investigating, and interpreting.

METHODS

The researcher used the experimental research design. It involved the 120 Grade 7 students of Pedro Guevara Memorial National High School from the regular BEC. Three (3) sets of Pretest/Posttest were utilized to gather data before and after the user of the authentic game-based learning approach. Results showed that using the game inside the classroom has greatly affected the students learning. Based on the result, it was found out that authentic game-based learning approach is an effective method in improving the students' scientific inquiry skills that might help them in studying physics.

RESULTS

The students mean gain score after the exposure to the authentic game-based learning approach were as follows: Group 1 who used board game has a mean gain score of 1.91; Group 2 who used scavenger hunt has a mean gain score of 3.90; and lastly, Group 3 who used task card has a mean gain score of 4.10. In terms of scientific inquiry skills, students' predicting skill had a mean gain score of 4.18. While in the investigating skill, they had a mean gain score of 3.01. In the interpreting skill, they had a mean gain score of 2.72. An overall mean gain score of the scientific inquiry skill is 3.10.

DISCUSSIONS

Group 1, who used the board game, shows that most of the skills have a significant difference except investigating skill which is not significant. Group 2, who used the scavenger hunt, have shown a positive result on developing the students' scientific inquiry skills. The scavenger hunt has brought a significant difference to students' scientific inquiry skills. Group 3, who used the task card game, have a positive result, showing a significant difference stating that using the authentic game-based learning approach is an effective learning approach in developing the students' scientific inquiry skills.

KEYWORDS: game-based, inquiry skills, interpreting, investigating, predicting

SUBMISSION ID: R04A-LAGUNA-0088

Authentic Tasks as Tools for Teaching Grade One Pupil of Wawa Elementary School

Apolinaria Villafranca

Abstract

INTRODUCTION

In the educational system nowadays, the types of learners ranged from good to slow ones in terms of performance. Even in behavior, certain pupils cannot be called into attention due to absenteeism, chair hopping, disruptive behavior, and inattention. In this view, the researcher decided to undertake a study that would uphold certain authentic tasks which could be used to counter all of these. This study aimed to determine the authentic tasks used by teachers in teaching Grade One pupils. It also aimed to determine the effects of authentic tasks to their learning. Finally, based on the results, an authentic task action plan was proposed to promote its use in teaching.

METHODS

Using the descriptive method of research, a researcher-made questionnaire was designed and administered to eight (8) Grade One teachers to determine the authentic tasks that they have been using in teaching Grade One pupils and the effects of authentic tasks to the learning of these pupils. They were selected using the purposive sampling technique. A researcher-made questionnaire was the research tool used. The anonymity of the respondents was kept throughout the conduct of this research.

RESULTS

An action plan based on the results was proposed to promote its use in teaching. Results revealed that among the authentic tasks, role-playing activities/simulation activities, a portfolio which contains a genuine sample of works, solving mathematical problems, and performing skills and competencies were the authentic tasks suited for the Grade One pupils. Moreover, there was a positive effect of these authentic tasks to these pupils.

DISCUSSIONS

Authentic tasks were very usable as strategies in teaching the Grade One pupils. It was recommended that the action plan from this research be utilized and monitored. Implementation of the tasks included in the action plan was highly recommended.

KEYWORDS: authentic tasks, learners, action plan

SUBMISSION ID: R04A-BATANP-1937

Authentic Teaching Materials (ATM) Basis on Innovative Teaching Strategies in Filipino

Jenny Linguete, Department of Education, Lopez National Comprehensive HS/ University of Nueva Caceres

Abstract

INTRODUCTION

One of the most remarkable reform in the educational system in the Philippines the K to 12 or the Enhanced Basic Education Act of 2013, a revision of the curriculum that is adaptable to the global community at large. One of the partners in this change is the teachers who will implement the curriculum him/herself. Thus, this study aims to review and measure the importance of the Innovative Teaching Strategies using the Authentic Teaching Materials (ATM) during the School Year 2018-2019 of Grade 10 students of Lopez National Comprehensive High School, Hondagua National High School, and Jongo National High School in Lopez, Quezon. This further resulted to the development of a Module containing the ATM based on innovative teaching strategies that will help and enhance the teaching and learning of teachers and students in writing, literature, and grammar in Filipino.

METHODS

This study used descriptive - correlational research design, including a non- parametric design using Kendall Tau, to determine the correlation and importance of the Authentic Teaching Materials (ATM) in teaching Filipino based on the Innovative Teaching Strategies to Grade 10 students from the three schools classified as Large, Medium and Small Schools in Lopez, Quezon who responded to a constructed survey questionnaire and served as the focus group. The data collected went through a quantitative analysis. It also used frequency count, percentage, rank, mean, and chi-square test as a statistical tool.

RESULTS

Majority of the students who responded on the survey perceived substantial problems rooted from 1) Time management in the application of the strategies; 2) The teaching and learning environment of learners, and 3) Lack of knowledge of teacher in using strategies and techniques in teaching writing.

DISCUSSIONS

The results demonstrate the need for new and Authentic Teaching Materials that include innovative teaching strategies for teachers. Learning Action Cells (LAC) Sessions that focus on the techniques and innovative strategies in teaching writing need to be regularly conducted. There is also a need to strengthen the usage of Filipino language in teaching and learning Language and Literature.

KEYWORDS: authentic, teaching materials, Innovative, teaching strategies

SUBMISSION ID: R04A-QUEZON-0108

Automated Online Library Management System: An Innovative Digital Communication in Facilitating Resources

Joel Dela Cruz & Hernando Cortez, Master Teacher I

Abstract

INTRODUCTION

Online Library Management System is a web-based application for easy management of the library. It is the solutions for managing the library more efficiently and effectively and making it more engaging to learners. It is used by librarians to manage the record of various transactions like the issue of books, the return of books, the addition of new books, the uploading of e-books, the monitoring of the inventory of the books, and the addition of new students, etc. The Library management system solution can be integrated with Barcodes for easy access and retrieval of any item from the Library. Thus, this solution can be linked with self-service for quick search and online requisition. Different libraries of organizations or institutions use the software designed according to their demand.

METHODS

The researchers used descriptive developmental research method in developing an accessible web-based automated online library management system. The project is designed and coded in HTML, PHP, CSS, JAVASCRIPT and database management was handled by MYSQL. Data flow diagrams were created for the facilitation and managing various transactions in the library.

RESULTS

The project helps librarians in effective and efficient library management, which provides modern techniques like automatic data entry and bar code scanners capable of speeding up transactions and minimizing errors. Further, students can have immediate access to learning materials using their cellphone as well as librarians in maintaining library holdings of the school.

DISCUSSIONS

Based on the results, the proposed automated online library management system contains features not present in the usual library management system, particularly separate user login and dashboard facility for students and librarian. It also teaches students to learn digital communication and education using their phone for accessing and downloading materials offline.

KEYWORDS: Automated Online Library, CSS, HTML, JAVASCRIPT, MYSQL, Management System, PHP, Web-based

SUBMISSION ID: R04A-TAYABA-0015

**Automated Record Keeping System for General Parents - Teachers
Association Officers of General Mariano Alvarez Technical High School**

Shamae Anne Carpio, GMATHS
(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

Record keeping is one of the essential tasks in every organization simply because all the records being kept are proofs of transactions occurring in its daily operation. The researcher intended to propose an Automated Record Keeping System (ARKS) for General Parent - Teachers Association Officers of General Mariano Alvarez Technical High School to replace the manual operation the organization currently uses. The intention of the researcher is to help the organization improve its payment services and transactions.

METHODS

The researcher used the GPTA of the Grade 9 council as respondents. A combination of qualitative and quantitative research design was used in the study. Non- probability sampling, specifically the purposive sampling technique, was used with the ICT teachers and Guidance Counselors as respondents and assessors of the database. The researcher also used parameters such as interviews and survey questionnaires adopted from ISO 9126. The formula for weighted mean was used to come up with the values that correspond to the verbal interpretation of the data with the help of the Standard Likert Scale.

RESULTS

After the assessment of the database in terms of its functionality, reliability, usability, and efficiency, it was found out as very satisfactory. The study revealed that the proposed Record Keeping System can help the GPTA officers improve their record keeping system in the next school year.

DISCUSSIONS

The database proved to be very satisfactory to the user based on the statistical evaluation and in the range of scores given by the respondents. The system proved to be efficient, accurate in classifying and computing the overall total collection, and a great help to the GPTA officers of GMATHS in their automated transactions.

KEYWORDS: record, GPTA, GMATHS, record keeping

SUBMISSION ID: R04A-CAVTP-0656

**Automating Academic Reports through Electronic-Enhanced Material
for Assessment and Review (Emar 1.0) for the Teachers of Division of
Quezon**

Raymar Francia, Cogorin Ibaba NHS

Abstract

INTRODUCTION

In a bid to improve efficiency and quality of education, technology has become an indispensable partner for teachers. Yet, with the non-standardized spreadsheets, teachers experience technical conflicts in the encoding and processing of reports. This calls for innovative materials to improve teachers' productivity. In this study, the researcher sought to explore the difficulties encountered by the teachers in the preparation of table of specifications, least-mastered competencies, item analysis, and mean-MPS reports to develop an Electronic-Enhanced Material for Assessment and Review (EMAR 1.0) and to determine its acceptability in terms of contents/features, clarity/technicality, practicality/ usability, and aesthetics/designs.

METHODS

A descriptive-evaluative design anchored on a qualitative research method was applied in this study. A focus group of 40 teachers and ICT coordinators from elementary to senior high school provided the data for the needs analysis, the results of which served as the basis for the development of EMAR 1.0. Its acceptability was determined using a validated questionnaire with the help of 200 G1 to G12 teachers and ICT coordinators. Respondents were purposively chosen from selected schools in the Department of Education Division of Quezon. Data were analyzed using percentage distribution, and Weighted Average Mean (WAM).

RESULTS

Teachers who participated encountered difficulties primarily related to saving and locating files (93%), unintended editing/ deleting of cells/data/formula (90%), making graphs (87%), analyzing/interpreting results (86%), and printing (75%) in preparing for assessment and academic reports. These data guided the development of the Electronic-Enhanced Material for Assessment and Review which was found to be highly acceptable in terms of contents/features (4.76), clarity/technicality (4.65), practicality/usability (4.81), and aesthetics/design (4.80) with an overall rating of 4.76 interpreted as highly acceptable.

DISCUSSIONS

Results showed that teachers need an automated material which digitally compiles all documents with protected and conditionally formatted cells for formula, graphs, and interpretations with utilization manual. In response, the EMAR 1.0 developed was deemed highly accepted by teachers and ICT coordinators. Yet, the essence of this innovative material falters without active practice from the users. Thus, the active use of EMAR 1.0 bids to improve the efficiency and productivity of all the G1 to G12 teachers of Department of Education Quezon in assessment-related tasks and reports.

KEYWORDS: needs analysis, automation, electronic-enhanced material, assessment preparation and academic reports

SUBMISSION ID: R04A-QUEZON-0016

Availability of Laboratory Resources and its Effects on Teaching - Learning Progression in Science

Annalee Noche & Decellen M. Garcia

Abstract

INTRODUCTION

Laboratory resources play a vital role in the teaching-learning process of the Science subject. However, in most public secondary schools, there is insufficiency in the provision of these resources such as that of a secondary school in Laurel. For that reason, this is a study conducted to: identify the major problems encountered in conducting laboratory activities; know teachers' means of managing lessons in science; and know the effects of insufficiency of laboratory apparatus in teaching science.

METHODS

The study employed the qualitative - descriptive survey as a method of research. The research respondents were the Science teachers at Wenceslao Trinidad Memorial National High School. The data were collected through a researcher-made questionnaire, qualitative semi-structured interviews, and informal conversations.

RESULTS

The data gathered show that the major problem encountered in conducting laboratory activities is the insufficiency of laboratory apparatuses. That was why teachers manage the lessons by using only the locally available materials in the demonstration process. Due to this, students usually have an unsuccessful investigation of the experiment and became unaware of handling and using laboratory equipment.

DISCUSSIONS

The results demonstrate that the performances of the students are limited due to the insufficiency of laboratory materials. The researchers are anticipating that these results will create awareness among school stakeholders on the impact of limited laboratory equipment and facilities. This could enhance assistance to community secondary schools, as well as in equipping teachers to initiate pedagogical innovations to support student teachers who are likely to teach in similar contexts.

A further study will be conducted to test the consistency of results since Wenceslao Trinidad Memorial National High School is the only public secondary school in Laurel District. Therefore, respondents are limited to Science teachers of the said school only.

KEYWORDS: Availability, Laboratory, Effects, Progression

SUBMISSION ID: R04A-BATANP-0741

**Availability of Learner's Material in Fundamentals of Accountancy,
Business and Management in Relation to the Academic Status of ABM
12 Students at Balayan Senior High School**

Angelika Dimaala

Abstract

INTRODUCTION

One of the prior intent of people in this generation is to be knowledgeable. The significance of education broadly affects the lives of people. The purpose of this research study is to identify the relationship between the availability of the Learner's Material in Fundamentals of Accountancy, Business and Management and the academic status of ABM 12 students.

METHODS

A correlation method design of the research was used in this study to analyze the relationship between the two variables. The respondents of the study were selected within the 3 sections of ABM 12 at Balayan Senior High School. From 132 students, only 27 were selected to answer the survey questionnaires constructed by the researchers. Stratified random sampling was done. Pearson Product Moment Correlation was used to test the relationship between the two variables.

RESULTS

The variables of the study have a strong positive correlation thus, the researchers rejected the null hypothesis. The study revealed that the availability of learners' material in Fundamentals of Accountancy, Business and Management is greatly helpful in the academic status of ABM students. Also, the students' way of studying becomes easier and more understandable.

DISCUSSIONS

The results demonstrate that the availability of learners' material in Fundamentals of Accountancy, Business, and Management in the academic status was statistically significant. Students should be more productive and efficient in finding alternative sources of knowledge and learning than being contented with what is given by the school for a better and deeper understanding.

KEYWORDS: learning materials, academic status, ABM students, relationship

SUBMISSION ID: R04A-BATANP-0749

**Availability of Reading Materials and Students' Reading Performance: A
Correlation of Pupils in Mapulo Elementary School, Mapulo, Taysan,
Batangas**

Fe P. Atienza & Maria Rebecca V. Abaday, Department of Education
(Adviser: Ofelia P. Driz)

Abstract

INTRODUCTION

This paper aims to determine the correlation of the availability of reading materials and students' reading performance of pupils in Mapulo Elementary School, Mapulo, Taysan, Batangas since the current status of the learner's skills in reading was observed to be low in terms of comprehension.

METHODS

The study employed a mixed method design which employed both qualitative and quantitative methods to explore the availability and use of instructional reading materials for teaching and learning English reading skills in public elementary schools in Mapulo Elementary School. This was considered appropriate because it enabled the triangulation of results, ensuring that the strengths of one method overcome the weaknesses of the other method, leading to the strengthening of the quality and reliability of the findings.

RESULTS

The study notes that teachers are still conservative, relying mostly on students' textbooks to teach English reading skills. The study established that the use of instructional reading materials has a significant relationship with how often students learn English reading skills. Some instructional reading materials have more value than others in terms of their input. To improve the learning of English reading skills, teachers need to use a variety of instructional reading materials to supplement those already available.

DISCUSSIONS

The results of this study provided evidence that at the elementary school level, instructional reading materials are available. However, some resources are less adequate than others. Textbooks are the most available instructional reading materials for teaching English reading skills. The least available instructional reading materials are internet material, class libraries, and Magazines.

KEYWORDS: availability, instructional reading, reliability

SUBMISSION ID: R04A-BATANP-1181

Availability, Electrical Installation, Functionality, Workshop Facilities, State

Jerwin R. Bohol, John Justin M. Caringal, & Lord Joshua B. Villanueva,
Department of Education
(Adviser: Juan Paulo Dipalac)

Abstract

INTRODUCTION

Teaching is a mutual connection that entails interaction between a teacher and his/her students. Technical educators teach with the aid of functional equipment, required tools, machines, and laboratories. The environment where teaching and learning would take place must be conducive to assure quality education. For these reasons, every educational institution has the responsibility of continuously monitoring the availability, functionality, and effective utilization of facilities for delivering quality teaching and learning. This study was conducted to assess the state of workshop facilities available for students' acquisition of electrical installation skills in Bauan National Agricultural and Vocational High School. Furthermore, it aimed to determine how the availability of facilities affects the academic performance of the students in electricity subjects.

METHODS

The descriptive research design was adopted in this study. A structured questionnaire with a 4- point Likert- scale was the main research instrument in gathering data for the study. The gathered data were analyzed using the appropriate statistical tools such as mean, percentages, frequency and Pearson- r correlation. Furthermore, the researchers gathered related literature to support the findings of the study. The results of the study served as the bases for the proposed course of action.

RESULTS

Students who participated in the research study by answering the questionnaires have agreed that there are inadequacies in functional electrical workshop facilities. Their level of academic performance in electricity subjects is not satisfactory. It is imperative that the school must secure the availability of functional facilities for the student to acquire the necessary electrical installation skills. Academic progress in electricity subjects may be possible given adequate resources.

DISCUSSIONS

Based on the findings of the study, electrical workshop facilities in Bauan National Agricultural and Vocational High School are not adequately available. Quality education is attained if functional and adequately available equipment and facilities are utilized fully for teaching and learning. Low academic performance in electricity of the students could be attributed to the scarcity of electrical workshop facilities.

KEYWORDS: Availability, electrical installation, functionality, workshop facilities, state

SUBMISSION ID: R04A-BATANP-1609

Avocado - Ripening Fruit

Florinda Rosal, Department of Education - Cavite

Abstract

INTRODUCTION

This research entitled " Avocado - Ripening Agent" is concerned with the use of avocado fruits and leaves as ripening agent for banana. Bananas with avocado as a ripening agent are very safe to eat. Calcium carbide and ethel are the ripening agents used nowadays, but they have different chemicals that may harm our health and environment.

METHODS

This research presents a solution to the aforementioned problems. Avocado fruits and leaves that abound in the locality were utilized as ripening agent for banana. Fresh avocado fruits and leaves and bananas were gathered. Matured avocado fruit and leaves were weighed 500 grams each. The 500 grams of avocado fruit were placed in a box together with 2000 grams of banana. The 500 grams of avocado leaves were also placed in a separate box with another 2 000 grams of banana. Another 2000 grams of banana was placed in a separate box without any ripening agent. The set up was observed for several days. 2000

grams of banana with avocado fruit ripens fastest among the three. Banana with the avocado leaves ripens faster than the banana without the ripening agent.

RESULTS

Several trials were made for the validity of results. Both the leaves and the fruit of avocado as a ripening agent was very effective. The more avocado fruit and leaves used, the fastest the ripening of banana.

DISCUSSIONS

This research is significant to our health because it has no chemicals involved that may harm our health and environment. It is also environment-friendly.

KEYWORDS: Avocado, Banana, Avocado Ripening Agent

SUBMISSION ID: R04A-CAVITP-0244

Awareness and Practices of Grade 12 Students in Implementing Proper Waste Management: A Step Toward Strengthening Values

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Abstract

INTRODUCTION

Despite massive dissemination of information and environmental awareness posed by the government and several non- governmental organizations, the cleanliness drive is still a failure to any school observed. Hence, this study had attempted to identify the underlying reasons behind the unsuccessful implementation of the once "clean and green campaign" and now known as the cleanliness drive reiterated in the Brigada Eskwela program of the Department of Education. This study aimed specifically to determine the awareness and practices of Grade 12 students in implementing proper waste management in Pinamukan Integrated School which population is 950 students.

METHODS

The type of research used in this study was the descriptive research which made use of the questionnaire-checklist, essay type and observation as the instrument in gathering data. This attempted to validate the hypothesis that the level of awareness and students' practices affect the success of the school's implementation of proper waste management. Grade 12 students were used as the respondents of the study and the data collection focused on the checklist and unstructured interview of the researchers.

RESULTS

The researchers concluded that all students were fully aware of proper waste management. They knew the facilities and policies of the school in maintaining the cleanliness of the campus and of the proper waste segregation, yet they were not aware that it is mandated by the Department of Education. It is apparent that in many areas of the campus, specifically on school grounds, cleanliness is practiced. However, they fell short of practicing it once inside the school building and more inside the classroom. Trash bins being placed far outside the classroom is one of the reasons, but lack of discipline was the major factor that hindered the success of a proper disposal system.

DISCUSSIONS

Discipline is still a major reason for the ineffectiveness of the government and the Department of Education's program on cleanliness at any school in the country. For this reason, at the school level, the researchers recommended to stress information dissemination through bulletin boards, give flyers about the waste management program of Department of Education, and advocate on having garbage cans not only around campus but also in all corners of school buildings and inside the classrooms. Most of all, teachers and advisers must strengthen values on cleanliness as it should also be incorporated in their daily lesson plan.

KEYWORDS: proper disposal system, waste segregation, cleanliness values

SUBMISSION ID: R04A-BATANC-0052

Awareness and Responsiveness Level on Proper Waste Segregation at San Pedro Elementary School

Wennie Joy Mendoza, Teacher

Abstract

INTRODUCTION

Proper waste management has the task of reducing litter and promoting recycling and reusing activities. Each of these activities requires some behavioral change on the part of the public. The vital means for attaining this change is public awareness education. In many cases, solid waste management does not have to "reinvent the wheel." Public education and involvement in solid waste management do not have to be extremely costly. With this, the school plays an important role in disseminating information about the proper disposal of garbage. It is the best outlet to promote awareness of proper waste management. Pupils need to be conscious of sustaining the importance of waste management. With this regard, this study aims to determine the level of awareness and responsiveness of pupils on proper waste management. The output of this study will propose different activities and actions on managing a large amount of waste inside the school premises.

METHODS

This is a descriptive type of research which aimed to determine the level of awareness and responsiveness of pupils on waste management. The researcher used data gathering procedures which include survey method and retrospective interview. The following data gathering tools - checklist and interview guide - were used to attain the objectives of this study. A survey questionnaire was prepared, validated, distributed, tallied and interpreted to determine the level of awareness and responsiveness of pupils on proper waste management. A retrospective interview followed after accomplishing the survey questionnaire to validate and confirm the responses given by the pupils.

RESULTS

Results show that in terms of recycling, the respondents are aware that the garbage can be recycled but they lacked the knowledge of what and when to recycle materials. It also shows that the importance of waste segregation is known by the respondents but they cannot distinguish that biodegradable trash will not be decomposed in just a year. When it comes to waste disposal, the respondents know where to disposed waste but they still throw their garbage anywhere in the school. It is evident that there is a need to design activities for the awareness and responsiveness of the pupils on proper waste management.

DISCUSSIONS

The results demonstrate the need for school improvement when it comes to waste disposal. The low level of awareness in terms of recycling, waste segregation, and waste disposal of pupils must be given much attention and it is recommended that the school should conduct lectures to promote awareness and responsiveness on proper waste management.

KEYWORDS: awareness, vital, recycling segregation, biodegradable

SUBMISSION ID: R04A-BATANP-0570

Awareness in Usage of Recycled Life Vest in Surviving Pupils in Times of Calamities at Ovidio Dela Rosa Elementary School

Arvin Armada, Division of Cavite City Arielita Lavandelo - Division of Cavite City

Abstract

INTRODUCTION

As we are approaching towards global warming and climate change, we continuously experience different calamities in our community. One of these is a flood that can cause severe damage to our properties, environment and even the loss of lives. The school, as a second home for our pupils, should be equipped with materials and tools that will be used in times of calamities. Since Cavite City is surrounded by bodies of water, it is prone to storm surge and flood. One of the resources that can be used is a personal floating device which is also known as a life vest.

METHODS

The descriptive method was utilized to portray the probable conditions of pupils in times of calamities. Its common means for obtaining information include the use of questionnaire, interviews, and observations. The target population of the study is composed of 79 selected pupils in grade 4 in Ovidio Dela Rosa Elementary School for the S.Y 2018-2019.

To acquire the information required, the researchers used survey questionnaires to the selected Grade 4 pupil participants. The questions were based on the research questions stated in the study. The survey questionnaire in checklist form was the main data-gathering instrument for this study. Subjects were selected because of their convenient accessibility and proximity to the researchers.

RESULTS

The results of the study were exhibited in tabular form and were expounded by the researcher.

Table 1. shows the distribution of the participants according to how important the life vest is. The response Yes got the highest frequency of 68, equivalent to 86.1 percent. This was followed by those who answered No having a frequency of 11, comprising 13.9 percent. It shows that more pupils know the importance of the life vest.

DISCUSSIONS

The study reveals that if the pupils use the Recycled Life Vest Tool, there is a high possibility that children can survive on their own when a flood occurs. By knowing the importance of this vest, all pupils made their own Recycled Life Vest and some of them kept them in their house. While we are in the world that experience climate change and we cannot predict what will happen in the future, it is so important that we are prepared or ready for these water calamities and this life vest can be used to save lives.

KEYWORDS: Recycled Life Vest

SUBMISSION ID: R04A-CAVITC-0074

Awareness in Words Used in Port by the Residents of Barangay Dalahican, Lucena City

Jayson Miranda, Department of Education – Quezon National High School

Abstract

INTRODUCTION

This study aimed to collect the used words in the port of Barangay Dalahican, Lucena City, know the level of use in these collected words and make a glossary of these commonly used words.

METHODS

Mixed Method Exploratory was used by the researcher in this study. Descriptive- Qualitative design was used to get information about the words used in the port of Barangay Dalahican, Lucena City. Descriptive-Quantitative was used to get the information through the questionnaire for (1) fisherman, (2) vendor, (3) buyer, (4) selected Dalahicanins to identify the level of use in these words used in the port of Barangay Dalahican, Lucena. The researcher also used the formula "Weighted Mean" to get the level of use in these words.

RESULTS

Based on the results of the study, the fisherman, vendor, buyer and selected Dalahicanin got the "General Weighted Mean" of

3.27 with the interpretation of "Frequently Used". The fisherman got the Mean of 3.39, the selected vendor got 3.35 with the interpretation of "Frequently Used" while the selected buyer got the mean of 3.24 and selected Dalahicanin got the Mean of 3.09 with the interpretation of "Used".

DISCUSSIONS

Based on the results of the study, there are words that are exclusively used in the port of Barangay Dalahican, Lucena. These collected words can be identified through its meaning, parts of speech, and classification. Generally, the selected fishermen, vendors, buyers and Dalahicanin frequently used these collected words in the port of Barangay Dalahican, Lucena City. To develop the vocabulary, the researcher made a glossary "PAMAMALAKAYA" (Words that are using in Port).

The researcher recommended that people should continue using the Dalahicanin words, especially the words that are using in port and patronize and use the developed glossary "PAMAMALAKAYA (Words that are using in Port)" to enhance the vocabulary and to have additional studies connected to this research.

KEYWORDS: Dalahican, glossary, port

SUBMISSION ID: R04A-QUEZON-0266

Awareness of Grade 7 Students of Ettmnhs with Regards to Earthquake Safety

Wilfredo Anagap, Shania Rosete, & Norman Saludes, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Earthquake is one of the natural disasters that can kill people's lives. No one can predict when or when an earthquake could happen. Hence, awareness of earthquake safety tips is important to avoid or lessen physical damage and harm. This research was conducted to know the level of awareness of grade 7 students in Emiliano Tria Tirona Memorial National High School. The researchers believe that among all the levels of junior high school, grade 7 has less knowledge and information about the topic. This research aims to provide not just knowledge but also awareness not only among grade 7 students but also to the entire Tironian community.

METHODS

The researchers used a descriptive study to determine the Awareness of Grade 7 students at Emiliano Tria Tirona Memorial National High School about earthquake safety. Moreover, probability sampling was utilized in the study where 143 respondents were included. Respondents were selected through simple random sampling. Using the Survey Questionnaire, the researchers gathered the needed to find out the level of awareness of the respondents.

RESULTS

The Grade 7 students that participated in the study aged 14-20 is 23 or 16.08% and 120 or 83.91% for the students aged 11-13. Most of the students are very aware of the basic earthquake safety tips like Drop, Cover and Hold (88.11 %). Using a survey questionnaire, the researchers found out that there are students that have less knowledge of the different earthquake safety tips. Overall, the numbers of the students that are very aware are higher than the students that are less and not aware.

DISCUSSIONS

The results demonstrate that the program regarding earthquake safety will provide knowledge and awareness because there are still a number of students that do not have sufficient knowledge regarding the topic. It will give the students additional awareness and understanding of what they must do if an earthquake happens. This program could be proposed and held in the school or in their community. Moreover, these may come in the form of earthquake drills or seminars that include different earthquake safety procedures. The abovementioned programs are necessary to increase the level of awareness of the Grade 7 students in Emiliano Tria Tirona Memorial National High School.

KEYWORDS: awareness, earthquake safety, Grade 7 students

SUBMISSION ID: R04A-CAVITP-1164

Awareness of Jhs Teachers in the District of Los Banos on Culture-Based Education: A Basis of its Effective Implementation

Erieth Panganiban, Kyla Suba, & Marvin Umali, Department of Education

Abstract

INTRODUCTION

With the promulgation of Republic Act 9155, also known as "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports (DECS) as a Department of Education (Department of Education) and for other Purposes" on 11 August 2001, cultural education was effectively reaffirmed as an integral part of basic education but administrative supervision of cultural agencies formerly attached to DECS was transferred to the NCCA. There is a huge struggle in the culture/cultural education in the latest educational reform in the Philippines-the K-12 Curriculum. The paradox of globalization over localization and indigenization remains a struggle to many educators/teachers, especially in basic education. And so the concept of culture-based education has been the input of many cultural workers like the researcher himself.

METHODS

To measure the level of awareness in Culture-Based Education of the junior high school teachers of Los Banos District, the researchers formulated and disseminated survey questionnaires to the above-mentioned participants. The researchers also conducted a seminar on CBE. Pearson r instrument was used to see if there is a significant relationship among the independent variables, Content and Pedagogy, to the effective implementation of the CBE program.

RESULTS

Since the test of correlation reveals that among the independent variables, Content and Pedagogy has a significant relationship with the effective implementation of the CBE program. The level of awareness of the respondents does not significantly relate to the effectiveness of the implementation of the Culture-based Education is partially accepted.

DISCUSSIONS

Based from the results, the following are recommended: (1) Training, seminars and conferences, LAC sessions and the like may be periodically conducted among classroom teachers to strengthen the awareness of teachers on CBE with focus on Content and Pedagogy; (2) Modification of the Curriculum of the Higher Education Institute for Teacher Education may incorporate CBE; and (3) Granting teachers CBE linked scholarships like the Graduate Diploma for Cultural Education by the National Commission for Culture and the Arts is one of the best ways to promote CBE in the present education program. Hence, it is suggested that more scholarship grants may be given to teachers and that all regions may be equally represented.

KEYWORDS: CULTURE-BASED EDUCATION, EFFECTIVE IMPLEMENTATION

SUBMISSION ID: R04A-LAGUNA-0093

Awareness of Secondary Teachers on Research Ethics: Basis for Capability Building Program

Isagani Zolina, Education

Abstract

INTRODUCTION

Teachers are engaged in doing school-based action research to improve their teaching practices. This undertaking faces some ethical issues. This can be due to lack of awareness and knowledge about ethical standards in conducting research. Studies investigating the awareness of teachers on the fundamental principles of research ethics are limited. Little is known about the extent or level of awareness of teachers in public schools. With this in mind, the researcher intended to conduct a study on the awareness of secondary teachers on research ethics.

METHODS

Descriptive research design using a quantitative approach was used. This was conducted at Teodoro P. Prudente National High School among 18 secondary teachers for S.Y. 2018-2019. Purposive sampling was used in selecting the respondents. A self-made questionnaire was used to gather the data needed. It contained the Nuremberg Code 10 fundamental principles in research ethics as indicators to measure the respondents' level of awareness using a five-point Likert scale. Frequency, percentage and mean were used to describe the socio-demographic profile of the respondents and weighted mean to determine the level of awareness of respondents on research ethics.

RESULTS

The data revealed that majority of the respondents (83%) were female. Majority of them (67%) were young professionals belonging to the age bracket 20-30. Respondents have diverse specialization in the different fields wherein more than a third quarter (78%) has units in a master's degree. The majority (67%) of the respondents have no formal training in research ethics. The data revealed that respondents are extremely aware of 3 indicators (voluntarism, justice & Beneficence, protection of subjects) while moderately aware of remaining indicators. Analyses of the overall weighted mean of the respondents showed that they are moderately aware (4.15) about the fundamental principles of Research Ethics.

DISCUSSIONS

The result showed that the respondents are moderately aware of the fundamental principles of Research Ethics based on their overall weighted mean. This means that respondents demonstrate a high degree of awareness on the fundamental principles of research ethics as revealed in the result of the overall weighted mean. Majority of the respondents identified participation in seminar-workshops and training on ethical research as the kind of suggested capability building program to improve their awareness of research ethics.

KEYWORDS: research ethics, awareness, secondary teachers, Nuremberg code 10

SUBMISSION ID: R012-SOUCOT-0052

Awareness of the Students in Violence against Women and Children in Secondary School

Madonna P. Mabilangan, Edralyn D. Labay, & Diane O. Aguilera, Department of Education - Batangas

Abstract

INTRODUCTION

The student-respondents are selected female students of San Pedro National High School. The main purpose of this research is to help female students of San Pedro National High School become more aware of the different kinds of abuse they might encounter inside or outside the school campus. Specifically, the following are the main objectives in conducting this study: 1) to identify the different kinds of violence against women and children; 2) to identify reasons why a certain individual are being abused; 3) to develop and improve their knowledge about violence against women and children; 4) to learn how to assess the risk of such violence; and 5) to identify the purpose of having a seminar about the violence against women and children. This research used a heuristic approach. The study is limited only to the awareness of students on violence against women and children.

METHODS

This is descriptive research following the input, process and output methodology about the awareness of the students on violence against women and children.

RESULTS

The findings revealed that most of the female students of San Pedro National High School are not aware to the highest extent on the different kinds of violence against women and children. Result of the study will help female students increase their awareness of varied forms of abuse and the implied conscience on the victims.

DISCUSSIONS

Regarding violence experience by students, bullying tops the number of cases. Others did not experience any kind of violence. When it comes to the reasons why individuals are being abused, physical appearance appeared to have the highest number of respondents. Attitude does not matter as long as the person has beauty. Since teachers do not discuss violence against women and children in their class, most of the respondents are not aware of the content of R.A.9262 which is Violence against Women and Children. Students prefer that discussions of violence against women and children be integrated into their subject where the topic is related. In this sense, the school administration, thru the assistance of faculty, should conduct a seminar for students regarding violence against women and children. Class advisers should have thorough monitoring of their classes to prevent such violence, especially to female students. The school should invite a resource speaker who is knowledgeable about violence against women and children. Topics related to violence against women and children should be included in the lessons especially on the Edukasyong sa Pagpapahala subject

KEYWORDS: Awareness, Violence against women and Children, abuse

SUBMISSION ID: R04A-BATANP-2089

Awareness of the Teachers in Implementing New Trends of Educational Approaches in Dagatan National High School

Verlin Rey, RACE

Abstract

INTRODUCTION

This study focused on the awareness of the teachers in implementing new trends of educational approaches in Dagatan National High School. It analyzes the teachers' awareness in the new trends and approaches, their abilities, skills, and capabilities in the world of technology and multimedia-based teaching. Based on the result, teachers have enough knowledge with the new trends of educational approaches. However, some found the new trends and approaches not so effective in the teaching and learning process for they themselves were non-computer literate and no longer interested to learn the multimedia-based teaching. The researcher suggested an action plan to help teachers in developing an awareness of the new trends and approaches to be implemented in the classroom suited for the effective teaching and learning process in the modern world of technology.

METHODS

The researcher used descriptive and purposive sampling to gather information with the teachers as the respondents. Forty teachers prompted to answer the questionnaire and for the study to be reliable, the researcher also used the weighted mean to know the level of the teachers' awareness of the new trends and approaches. The composite mean was used to get the exact weighted mean.

RESULTS

Based on the study, teachers have enough knowledge with the new trends of educational approaches and they can use several tools like role-playing, case studies, and presentations to make education process interactive and productive. Using multimedia, they can confidently adapt to the new trends and approaches. Modern trends in education changed the way teachers teach and the way students study, making them more accessible to all. However, some teachers found the new trends and approaches not so effective for they themselves are non-computer literate and elaborated that they were not aware of the new trends and approaches. They were somehow confused if they were using the new or the traditional one and they don't even know how to address each of the approaches, eventually rejecting the idea of self-learning.

DISCUSSIONS

The researcher determined the issues on implementing new trends of educational approaches and suggested that teachers should enhance their knowledge with the new approaches by attending in-service training and seminars enhancing the use of modern technology in school. There were similar parts from what Wilson had stated in his studies, saying that the teacher should portray the role as a facilitator and no longer the "boss" who will dictate what should be done inside the classroom. So, teachers should be technologically uplift. In the study of Emdin, there was similarity in the approaches being studied and used like the POGIL, Hip-Hop Ed, Project -Based Learning, Reality Pedagogy, and the Flipped Classroom.

KEYWORDS: Approaches, Trends, Implementation

SUBMISSION ID: R04A-BATANP-1035

**Awareness on Natural Hazard and Human-Induced Hazard of the
Senior High School Students in Natalia V. Ramos Memorial National
High School**

Marvin Moraleja, Ascendens Asia International Researchers Club

Abstract

INTRODUCTION

Disasters deprive children of their right to a continuous, quality, basic education in a safe environment. Decreasing vulnerabilities and increasing capacities of a community exposed to a hazard could prevent disasters. In this study, the researcher developed an application for Android devices that can be a great step forward in disseminating information to all students and other school personnel about the natural hazard and human-induced hazard as part of disaster risk reduction management. It will also serve as a handy information repository for the things students should do when a particular hazard happens.

METHODS

Using a grounded theory approach, a researcher-made questionnaire was utilized to gather the necessary data. Two hundred thirty Grade 11 and 12 senior high students in Natalia V. Ramos Memorial National High School served as the respondents. Chi-square test, as statistical treatment, was used to determine the level of awareness of the students in natural and human-induced hazards. The researcher utilized the descriptive research design to gather the necessary data for the development of an output that will uplift the level of awareness of the senior high school students on natural hazards and human-induced hazard as part of disaster risk reduction and management.

RESULTS

Majority of the senior high school student-respondents are not aware of natural and human-induced hazards. There is no significant relationship between sex, grade level, and track/strand and their level of awareness in natural and human-induced hazards.

DISCUSSIONS

The results demonstrate the need for uplifting the level of awareness of senior high school students in natural and human-induced hazards. Building awareness on the impact of natural and human-induced hazard is very important. The school-based disaster preparedness should not only focus on mere preparedness but also seek to develop knowledge to institutionalize the culture of safety and resilience to all students.

KEYWORDS: awareness, natural hazard, human-induced hazard, android application

SUBMISSION ID: R04A-BATANC-0006

Awareness on Culture-Based Education among Teachers of Sta. Filomena Integrated School: A Basis for its Effective Implementation

Reilyn Belen, Percival M. Gutierrez, Teacher, & Ma. Bella A. Santos, Principal

Abstract

INTRODUCTION

The line "to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education" taken from the Department of Education's Mission emphasizes the provision of a Culture-based Education (CBE) to all Filipino Learners. To fully realize this duty of building a nation with culturally literate and empowered Filipinos, the classroom teachers must be fully equipped with the competencies required of them to effectively deliver culture - based lessons in their daily teaching-learning process. This paper aims at assessing the level of awareness on CBE among teachers of Sta. Filomena Integrated School to address the needs for the effective implementation of CBE in the actual classroom setting.

METHODS

The mixed method approach was used, getting the respondents' profile in terms of age, gender, teaching experience and the number of CBE training attended, and designation. The Focus Group Discussion (FGD) was used to fourteen selected teachers for assessing their level of awareness for the effective Implementation of CBE in an actual classroom setting.

RESULTS

The level of awareness among the teachers portrayed this essential information: Fourteen (14) teachers were the respondents of the research. The teachers achieve the level of awareness, understanding, and appreciation of Culture-Based Education. The limited knowledge about the diversity of culture and the availability of data/records about cultural icons was the prime challenge for teachers in using and appreciating the implementation of CBE in the classroom. The three (3) measures undertaken by the researchers to know the level of awareness were: Answering a questionnaire about CBE implementation; Collecting different cultural icons in their own town or city to be used as teaching materials in the classroom; and (3) Participation in SLAC or another district assembly about CBE implementation.

DISCUSSIONS

The results demonstrate the need: to develop localized and conceptualized teaching materials for compilation for Culture-Based Teaching; to attend seminars and workshop for professional enhancement; to level up their awareness in CBE for proper application and for building culturally literate pupils; and to be fully equipped with competencies required to effectively deliver culture-based lessons in the teaching and learning process.

KEYWORDS: Cultural literacy, culture-based education, competencies, and cultural icons

SUBMISSION ID: R04A-SANPAB-0070

Awareness on Reproductive Health Education among Grade 11 Students in Kapayapaan Integrated School

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(Adviser: Larra Marie Bernardo)

Abstract

INTRODUCTION

Reproductive health education is a holistic health program starting from early age teaching values for understanding the anatomy and physiology of the body. However, because of the lack of quality education, the Philippines is considered as one with the highest teen pregnancy rates in the world. The main purpose of this study is to determine the awareness of the students on reproductive health education. We conducted this study to assess the students' awareness and how they understand the significance of reproductive health education.

METHODS

A phenomenological study was used as the research design. Using the validated interview guide questionnaire, we conducted in-depth one-on-one interviews as the primary source of data. There were eight Grade 11 student-participants selected through the purposive sampling technique. The answers from the respondents were collected, transcribed, and analyzed.

RESULTS

Research findings implicate that the participants are not totally aware of reproductive health education. Because of this, we arrived at extracting five (5) themes that are related to the answers of the grade 11 students from the questions that were given to them. The theme that the researchers established are Perception (1), Beneficial (2), Benefits and Harm (3), Implementation (4), and Self-application (5). All of the participants willfully participated during the interview. However, most of them cannot further express their thoughts and explanations about reproductive health education.

DISCUSSIONS

The results implicate the lack of knowledge and understanding of participants on reproductive health education. Among the themes established by the researchers concerning to the response of the participants in the study, "implementation" is revealed to be the most effective way for the students to be aware of the reproductive health education. Department of Education may consider this research study in implementing the reproductive health education to help young people out there, to learn and deepen their understanding regarding the research study.

KEYWORDS: Awareness, Implementation, Reproductive Health Education, Self-Application

SUBMISSION ID: R04A-CALAMB-0284

**Awareness on School Rules and Regulations of the Senior High School
Students at Emiliano Tria Tirona Memorial National High School-ISHS
S.Y. 2018-2019**

Judy Anne N. Babasa & Meryl D. Balog, Department of Education,
ETTMNHS

Abstract

INTRODUCTION

School rules and regulations represent important control mechanisms to which students conform to. It is usually associated with classroom management and school discipline which remains a great challenge to many students. Various reasons such as lack of awareness, knowledge, respect for authority, cooperation, and self-esteem discipline. In this study, the researcher wants to determine the awareness of the students in the established school rules and regulations. As of now, there are limited studies about school rules and regulations in public schools in the Philippines. This research needs to be conducted to maintain the safety of everyone inside the school, to lessen crime, and to practice discipline on every student.

METHODS

The researchers used the systematic sampling technique as in selecting the respondents by using the given formula. The researchers required a total of 139 respondents that came from the senior high school's GAS or General Academic Strand and TVL or Technical Vocational Livelihood Strand. The researcher used the school rules and regulations awareness scale (SRRAS) to know the level of awareness among the students.

RESULTS

Findings from SRRAS or School Rules And Regulations Awareness Scale revealed that the majority of the participants responded were aware of wearing complete uniform and identification card, segregating the waste in proper ways, keeping their personal identification card, maintaining the cleanliness of the environment, going to school on time, and using the technology and water supply in proper ways. On the other hand, the participants were sometimes performing of not bringing a gun or materials that can harm other people, liquor drinks and any drugs such as marijuana and shabu, not wearing a body piercing that showing a bad image as a student, not vandalizing the walls or even the furniture's and not destroying the school facilities such as chair, desk, books and etc., not joining in fraternity or sorority. Moreover, the respondents always perform respecting the teachers, staff and school administrators.

DISCUSSIONS

In using the school rules and regulations awareness scale, it revealed that the majority of the participants are aware and often performed the implemented set of the school rules and regulations inside ETTMNHS-ISHS. However, the reasons why a number of students still violate rules must be taken into further investigation.

KEYWORDS: School rules, Regulations, Discipline, Awareness

SUBMISSION ID: R04A-CAVTP-1068

Awareness on the Yaman and Kultura of Cavinti: Basis for Development of a Localized Teaching Materials

Evelyn Blastique, Department of Education Cavinti

Abstract

INTRODUCTION

One of the key features of the K-12 curriculum is the delivery of lessons through localization and contextualization. Adapting and relating the content of the curriculum and the process of teaching and learning to local conditions, environment, resources, previous experiences, and real-life situations are very indispensable to teaching. Teachers should be adaptive and creative in using localization and contextualization in teaching especially the 21st-century learners who need to be holistically and skillfully developed. This study was conducted to determine the awareness on the Yaman at Kultura ng Cavinti as the basis for the development of localized teaching materials.

METHODS

The study used descriptive research that gathered quantifiable information on the target population for statistical inference through data analysis. A questionnaire was developed to determine the localized learning materials being used by teachers. The target population comprised of the elementary schools in the District of Cavinti, Division of Laguna at School Year 2017-2018. A sample of fifty (50) teachers teaching intermediate pupils were the respondents of the study.

RESULTS

Based on the findings of the fifty (50) public school teachers who answered the questionnaires, it revealed that there is a high level of extent in the utilization of localized learning materials in the District of Cavinti. Level of awareness of the intermediate pupils after using Yaman at Kultura ng Cavinti in terms of Cultural, Historical and Language aspect was high, making the results significant. Prospective development of Cavinti based on pupils learning after using Yaman at Kultura ng Cavinti was high since instructional materials reached the goals and objectives of the localization and contextualization in Cavinti. The materials aligned with the needs of the curriculum and the localized materials used helped in the achievement of the content standard required.

DISCUSSIONS

The results manifested the urgent need for the organization of regular seminars for teachers and administrators on the importance of Yaman at Kultura ng Cavinti with emphasis on cultural, historical and language aspects. Regular supervision of administrators must be done to enhance the effective use of instructional materials and resources in teaching. Validating the result of the study by conducting another study that will negate or support the findings and showcase the developed localized learning materials in the division and district for additional teaching materials are also recommended.

KEYWORDS: localization, contextualization, localized teaching materials, prospective development, level of awareness

SUBMISSION ID: R04A-LAGUNA-0248

Awareness to Challenges and Influences of Globalization on K to 12 and Teachers-Students Perception of the Curriculum

Alma D. Acuna, Perlita Villanueva, & Rachelle L. Alcedo, Department Of Education

Abstract

INTRODUCTION

The researchers are motivated to study if the awareness of challenges and influences of globalization on K to 12 has an effect on the teachers-students perception of the curriculum. This would test if the challenges and influences of globalization can influence the respondents. This study is important since the subjects are teachers-students and had a connection with the most influential facts of education.

METHODS

These respondents were chosen using simple random sampling from a junior and senior high of different level through draw lots to have an equal chance of being selected as part of the sample. The questionnaire was personally distributed by the researchers to the selected students of junior and senior high school and to all the teachers of junior and senior high school of Lucsuhin National High School as respondents. They were given enough time to answer the questionnaire. The data gathered through the instruments were tabulated, analyzed, and interpreted.

RESULTS

Findings generated in the study were as follows: 83 percent of the respondents were aware of the insufficiency of classrooms, libraries, toilets, and other facilities and 87 percent of the respondents were aware of students equipped with technical and/ or vocational skills after K to 12. It also reveals that the perceptions of the respondents conveyed by the challenges and influences to globalization on K to 12 affect them to believe in the curriculum. Further, it was found out that the respondent's awareness of challenges and influences to globalization on K to 12 affected the teacher-students' perception of the curriculum.

DISCUSSIONS

The results encourage parents, teachers, and students to think of the K to 12 curricula not as having two extra years of high school but as two years less of higher education. The graduates of the new educational system would be equipped to join the workforce right away with the help of the electives being offered during grades 11 to 12. The electives or areas of specialization will include academics for those who wish to pursue higher studies, technical-vocational for those who want to acquire employable skills after high school, and sports and arts for those who are inclined in the two fields.

KEYWORDS: Awareness, K to 12 Curriculum, Perception

SUBMISSION ID: R04A-CAVTP-0004

Awareness, Practice, and Problems on the Implementation of Ecological Solid Waste Management: Basis for Development of an Intervention

Jessica Duyan, Master's Graduate

Abstract

INTRODUCTION

Humans produce large numbers of wastes due to their varied daily activities and the majority of these wastes are disposed of improperly. To manage the solid wastes and mitigate their negative effects, the Ecological Solid Waste Management (ESWM) by virtue of RA 9003 was implemented. In schools, the said program is vital to ensure an environment that is conducive to learning. However, observations show that many students of Gamut National High School are not genuinely implementing ESWM. Thus, the researcher decided to investigate the level of awareness, practices, and problems on the implementation of GNHS Ecological Solid Waste Management to improve students' perception.

METHODS

The study uses a descriptive-evaluative method which evaluates the perception of the respondents in the implementation of the Ecological Solid Waste Management in Gamut National High School. The respondents of the study are the Grade 12 Students, General Academic Strand (GAS), of Gamut National High School for the S.Y. 2017-2018. The population of GAS students is 16 and it is the sample size.

RESULTS

The implementation of the Ecological Solid Waste Management by virtue of R.A. 9003 is one of the priority programs of the Department of Education to have an environment that is conducive to learning. To ensure proper implementation and to develop an awareness of students pertaining to the program is necessary. Most of the Grade 12 Students has moderate awareness of ESWM implementation. The respondents earned a total mean score in all the indicators interpreted as moderate. Notably, the students scored highest on "I am aware on how to segregate waste properly" and lowest on two indicators, "I am aware that there are biodegradable, non-biodegradable, recyclable and special wastes". Although the level of awareness among the students is only moderate, it is notable that these students generally often observed the different practices on Ecological Management.

DISCUSSIONS

Based on the result of the study, it is evident that further assessment of students is needed to determine all-encompassing understanding and awareness for waste management as several aspects of the ESWM implementation are being overlooked. Overall, Grade 12 students often encountered the following problems: lack of garbage bag, signage, and administrative and financial support thus, affecting the implementation of ESWM in Gamut National High School.

KEYWORDS: Awareness, Ecological solid waste Management, intervention

SUBMISSION ID: R013-SURSUR-0242

B3 (Bring Back the Basics): A Numeracy Program in Strengthening Foundations in Mathematics

Mark Raphael M. Arasga & Eva Grace G. Paguirigan, Dasmariñas North National High School

Abstract

INTRODUCTION

Meeting the cognitive demands of pre-set competencies and presenting lessons that require mastery of pre-requisites are the biggest challenges in teaching Mathematics. Teachers tend to give more emphasis on recalling the basics of everything, sacrificing the allotted time in executing the planned activities. Many students failed to master the basics of the four fundamental operations resulting in low academic achievements. B3 or "Bring Back the Basics" program aimed to give remediation to those students who are non-numerate, struggling on the basics of arithmetic, to cope with the needs and requirements of the regular Mathematics class.

METHODS

A mixed-method research design was used. After administering the validated teacher-made numeracy test to the sections handled by the researchers, Purposive Sampling was employed and identified 10 lowest scorers as the focus of the program. Teachers/Facilitators provided remedial sessions; used a specialized module on Four Fundamental Operations and Basic Concepts on Fractions; gave lectures and distributed activity sheets, and pre- and posttests as the basis of students' progress. Class standings before and during the program were also compared. Respondents were interviewed to determine the perceived level of effectiveness of the program.

RESULTS

After the post numeracy test, individually, students increased their scores as well as the mean percentage scores of the group (Pretest MPS: 10.7 and Posttest MPS: 20.6). It was also observed that the respondents' class standings improved during the conduct of the program. With an overall mean of 4.46 (Agree) on the perceived effectiveness of the program, students believed that the remediation was effective enough in helping learners who need assistance on the fundamentals of arithmetic.

DISCUSSIONS

Individual and mean percentage scores showed that there were improvements in students' performance in the regular Mathematics class after attending the B3 program. They were able to recall the essential concepts of four fundamental operations and fractions which are the foundations of Arithmetic. To build a great structure, a super strong foundation is needed, therefore, continuous support on the program to cater more students who lag behind the basics of Mathematics was highly recommended.

KEYWORDS: Foundations of Mathematics, Competency Gap in Mathematics

SUBMISSION ID: R04A-DASMAR-0010

**Bahaghari in MNHS: A reward Scheme in Recognizing Learners
Academic Performance in Araling Panlipunan**

Atena Rivera & Debbie Bhon Landicho

Abstract

INTRODUCTION

AP 7, with history as its core area, seems boring and monotonous to most G7 students. Complaints about recalling facts and significant articles related to historical accounts lobby teacher's record, annoying results of the test, and, most significantly, the cumulative GPA of their quarterly grades alarmed the researchers, leading them to delve in this study. Thus, it resulted in the teacher's positive meaningful creation of coining a reward scheme, termed as Bahaghari, as a good source of motivation in ensuring students' learning performance in AP 7. It is crafted to enhance the motivation span of G7 students by providing colored chips with corresponding points and incentives to those who are actively performing, participating, attending, behaving and complying in the said subject area. This term resembles the seven colors of a rainbow. The researchers opted to utilize this reward scheme, in the end, attaining best academic performance of the G7 students. Even all other grade levels in the different areas of the curriculum can adapt this reward scheme. Finally, the researcher tailored other sustainability measures to enhance the reward system which could help our students appreciate the subject more, increase their academic performance, apply and transfer the learnings and insights they acquired.

METHODS

Descriptive quantitative type of research was utilized in this study with survey questionnaire as the main instrument in data gathering.

RESULTS

The level of performance of G7 increased from the 1st to 2nd quarters. The students wanted to learn as much as they can because of the reward scheme inside the classroom, indicating that they have performed. As reinforcement, they attended classes regularly due to the appealing effects of the reward scheme. Obviously, there is a significant relationship between the level of performance. Thus, it must be sustained as a ground for productivity and enhancement.

DISCUSSIONS

It signifies that the use of reward affects the level of performance of the students. It indicates that motivation plays an important role in developing the interests of the students to enjoy learning. It also shows that students attended classes regularly. This is because of the excitement brought by the rewards they can receive and gain in the day's discussion. It further reveals that the students dislike skipping classes because of the incentives and rewards they have received. It also shows that there a significant relationship between the level of performance and the scheme used. Therefore, the use of the reward scheme is effective.

KEYWORDS: reward scheme, bahaghari, Araling Panlipunan, academic performance

SUBMISSION ID: R04A-BATANP-2135

Bakte: Creating Socio-Cultural Identity among Students of General Emilio Aguinaldo National High School towards the establishment as a Traditional Dance of Imus

Ana Marie G. Ricafort & Ma. Theresa M. King, Department of Education

Abstract

INTRODUCTION

According to local people's stories, Bakte dance is believed to have existed in the pre-Hispanic era. Since the millennials are still doing it, the researchers wanted to discover the impact of dancing Bakte in developing a socio-cultural identity, which in the future can be marked as a traditional dance of the City of Imus. The study is delimited to evaluate and assess the creation of the socio-cultural identity of the Bakte Dance. Grade 10 students of General Emilio Aguinaldo National High School were selected as respondents.

METHODS

Respondents are randomly selected from the grade 10 students of General Emilio Aguinaldo National High School. This study employed both qualitative and quantitative method and interpreted the perceived data through a direct interview, consultation, trend analysis, and documentation review. This is anchored through the triangulation method.

RESULTS

The culture bearers and practitioners are farmers and drug dependents of all ages. At present, the practitioners are mostly youth and students. Bakte dance competitions are often included during fiestas. Bakte is characterized as a dance for survival, caters unity and harmony, free, able to feel the inner self. Although Bakte is a product of the illegal activity, the researchers believe that the phenomenon's positive outcome is being brought to existence. In relation to the geographical location and nature of work of Imuseños, the people experience the dry season. Movements of the dance are patterned to the engagement between farmers and the circumstances to live.

DISCUSSIONS

Bakte is an eye-catching and entertaining dance in Imus City. No studies have been made about this. Therefore, researchers challenged themselves to start a study about Bakte which can be helpful to Imuseños. Bakte represents the Imus people, in terms, of history through the years when farmers experience lean and dry months. Without the development irrigation system, farmers experienced scarcity of food. Thus, Bakte is not culturally grounded; it does not merely represent the people of Imus. Bakte brings significance to the people of Imus, represents hard work, resilience, unity, harmony, friendship, and faith to God. Based on the result of our study, we believe that there is no justification for the researchers to propose Bakte as a traditional dance of Imus.

KEYWORDS: BAKTE, Freestyle Dance, Socio-cultural Dance, Imus City.

SUBMISSION ID: R04A-IMUSC1-0102

**Barriers in English Communication of Pupils as Second Language (SL)
as Perceived by Teachers in Nasugbu West District, Nasugbu, Batangas**

Sarah Panganiban - Teacher I

Abstract

INTRODUCTION

The main purpose of the study was to determine the barriers in English communication of pupils as a second language (SL) as perceived by teachers in Nasugbu West District, Nasugbu, Batangas for the School Year 2018-2019.

METHODS

To answer the research questions, the descriptive research method was applied. The researcher developed a questionnaire that would gather data and it would be tested for its validity and reliability. A survey was made among Fifty (50) respondents which included elementary teachers in the district. The obtained data were thoroughly analyzed and interpreted on the basis of objective and hypothesis of the study.

RESULTS

Results showed that (1) Most teachers were young in age, in service, and were not master's degree holders yet. (2) Considering the barriers of English communication as a second language (SL) used in this study, it can be readily concluded that teachers agreed that their pupils were not competent in oral communication in terms of communication skills, instructional practices, and problem-solving. (3) The responses of the respondents do not differ significantly in profile and in barriers of English communication as a second language such as communication skills, instructional practices and problem-solving. (4) The proposed action plan to enhance the communication skills of pupils was designed by the researcher.

DISCUSSIONS

Encouraging teachers to obtain their master's degree, this will expose them to advanced instructional methods in teaching English, particularly in oral communication, whether they are young or old in age or they vary in their length of service. Providing pupils with different learning styles in oral communication will enhance their communication skills and eliminate the barriers in communication. Since there is no significant difference noted in the perception of teachers when grouped according to profile, the researcher strongly suggests the use of the different instructional approaches in teaching English, particularly in oral communication, by the teachers in delivering instruction to improve the communication skills of pupils. Implementing the action plan, as a point of reference, is needed to enhance the English communication skills of the pupils.

KEYWORDS: Barriers, English, Communication, Pupils, Second Language

SUBMISSION ID: R04A-BATANP-1298

Basa Mo, Kaagapay Ako: A Program to Improve the Reading Performance of the Selected Grade 7 Students in Filipino

Jeneth P. Alegado, Teacher
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

People have always wondered why reading is important as success may have been acquired by some despite their inability to read. However, with the current researches, reading undeniably plays a huge role in the up-phase of children's educational performance. When a learner/student enters high school, it is expected that he/she is a fluent reader compare to the elementary pupils. Reading, however, is important since the lessons at this stage are a bit higher and the difficulty would relatively increase per level along the course of time. It is clear that before comprehension will take its part, reading is a major pre-requisite. On the contrary, when a person cannot read, it is expected that he/ she cannot comprehend at all.

METHODS

Quantitative research was used in comparing the performances before and after the intervention has been given. Out of seventy (70) Grade 7 students in Filipino, five (5) of them were identified as non-reader respondents. This selection process was done through their ability to read one on one. Data collection was done 30 minutes to 1 hour daily for 5 months and the teacher recorded the progress of the students. The study utilized a quantitative method in analyzing and interpreting the gathered data using descriptive statistics, particularly mean and standard deviation.

RESULTS

Based on the result of Phil.IRI pretest, it reveals that there were 10 who were in independent level, 29 in instructional level, 26 in frustration level, and 5 were non-readers during the conduct of the Phil.IRI. The five (5) non-readers are the respondents of this study since they cannot decode/read the words, they can only answer questions when somebody read to them the passage. Post Test result revealed that after administering the "Basa Mo, Kaagapay Ako" Program to the respective respondents, there was an increase in their reading performance from being non-readers to frustration level.

DISCUSSIONS

Based on the results, it says that there is a significant difference in the word recognition of the identified NR students of Grade 7 after employing the "Basa Mo, Kaagapay Ako" Program. This would imply that Teachers should help their reading ability as well as their academic performance. Indeed, Basa Mo, Kaagapay Ako Program is very effective in developing students' reading activity, therefore, it recommended that other grade levels should replicate this study and apply the said approach to help minimize problems in the reading skills of their learners.

KEYWORDS: Basa Mo, Kaagapay Ako, Reading Performance, Grade 7 Students, Filipino

SUBMISSION ID: R013-SURSUR-0178

Basic Computer Literacy among Grade 12 Information and Communications Technology Students of FABINHS

June Martin Del Mundo - FABINHS

Abstract

INTRODUCTION

Computer literacy is defined as the skills and knowledge of an individual about computers. One factor for improving learning is the fact that technology is becoming such an integral part of our everyday world. Most jobs today require some type of technology use. Also, students and adults are using technology on a daily basis to communicate and get information in multiple ways. The prevalent daily use of technology in people's lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student learning.

METHODS

Through quantitative features, the proponents evaluated the extent of knowledge and the common problems being encountered by 40 Grade 12 Information and Communications Technology students of Fernando Air Base Integrated National High School. The researchers gathered the data via survey questionnaires and practical assessment. There was an equal number of respondents from Grade 12 ICT Humility and Compassion.

RESULTS

The extent of knowledge of the respondents in hardware and software was measured. Furthermore, it was found out that the student-respondents could open a computer instead of using shortcut keys in terms of hardware knowledge. Student-respondents were likely to create a document efficiently but had a hard time following certain commands. Grade 12 Humility got the total score of 18.65 for the hardware examination while Grade 12 Compassion got a score of 19.30 over the total score of 25. In the same scenario, Grade 12 Compassion's extent of knowledge in software was greater by 1 to Grade 12 Humility's score. Grade 12 Humility gained the score of 17.65 while Grade 12 Compassion gained 18.70 in the assessment for software. Both sections could use a computer but they were not familiar with specific shortcut keys.

DISCUSSIONS

Out of these results, the proponents of the study concluded that students had basic knowledge using computers but enhancement still needs to be made. Thus, the proponents proposed a remedial program and buddy system to further improve the skills of the students both in hardware and software.

KEYWORDS: Computer Literacy, Assessment, Technology

SUBMISSION ID: R04A-LIPAC1-0037

Basic Science Process Skills of Grade Seven Students in Southville IV National High School

Emygil Christianne Ladia, Southville IV National High School

Abstract

INTRODUCTION

The core of inquiry-based learning is the basic science process. To learn to do science is to master the science process skills and to apply them in a scientific investigation. The researcher observed the low achievement of many students in science. This low achievement was evident in the periodical assessments of grade 7 students. Therefore, this study was designed to assess the basic science process skills of students in Southville IV National High School to project the important points that must be given emphasis in the conduct of inquiry-based learning and to propose interventions based on the least mastered science process skills identified

METHODS

The study made use of the descriptive research method. Using the Slovin's formula, there were 272 students from grade seven who answered the teacher-made questionnaire on science basic process skills. The test is composed of 30 items which are divided into five item-test for every component of Science Process skill such as observing, classifying, measuring, inferring, predicting and communicating. The data collected in this study were organized and treated using the percentage and frequency distribution to classify the students' level of mastery of their basic science process skills.

RESULTS

The result of the study revealed that almost half of the students "mastered" the observing skills which is essential to the development of the other science process skills. However, it also showed that students have "low mastery" in inferring and predicting skills. Moreover, the biggest percentage of students have "no mastery" in terms of communicating, measuring and classifying which may imply that an intervention program must be given to them to improve these skills.

DISCUSSIONS

Based on the gathered results, since the students have low mastery in inferring and predicting and have "no mastery" in measuring, classifying and communicating, they may be subjected to different interventions to develop these skills. Interventions may be through tutorials, workshops or even using instructional materials that suit their level of understanding. Inquiry-based learning and student-centered strategies may also be implemented in classroom activities which emphasize the basic science process skills.

KEYWORDS: Basic Science Process Skills

SUBMISSION ID: R04A-STAROS-0022

Basic Science Process Skills, Multi-Learning Practices and Students' Performance in Grade 10 Science: Direction toward the Development of Integrated Science Process Skills

Rizza Ebor, Department Of Education-Tipas NHS

Abstract

INTRODUCTION

Science process skills and multi-learning practices are not practiced discretely by the students. They use those skills and practices with no clear purpose. Students need to be equipped with those to help them discover what they should know and do so their difficulties learning activities can be planned to meet their needs.

METHODS

The subjects of the study were 228 students enrolled in Grade 10 at Tipas National High School, San Juan, Batangas during the school year 2017-2018.

This study was descriptive in nature and made use of a questionnaire on basic science process skills, perception, and multi-learning practices. The achievement test served as a major instrument to determine the performance of the Grade 10 students in Science. The gathered data were analyzed using the mean, standard deviation, and the Pearson Product-Moment Correlation Coefficient.

RESULTS

The study revealed the following findings: The students practice the basic science process skills in terms of observing, measuring, inferring, classifying, predicting, and communicating at a high extent. The extent at which multi-learning practices was manifested among the students in terms of discussion, group work/collaboration, writing activities, and feedback/presentation activities is high. The students achieved a satisfactory rating in the mean performance in Grade 10 Science on the three domains of learning. There is no significant relationship between the students' mean performance in Grade 10 Science and the basic science process skills. There is a significant relationship between the students' mean performance in Grade 10 Science and the group work/collaboration under the affective domain. Meanwhile, the remaining multi-learning practices such as discussion, writing activities, and feedback/presentation activities have no significant relationship with the performance of the students in science.

DISCUSSIONS

Based on the aforementioned findings, 1) the hypothesis which states that there is no significant relationship between students' mean performance in Grade 10 Science and basic science process skills is accepted. 2) The hypothesis stating that there is no significant relationship between students' mean performance in Grade 10 Science and group work/collaboration multi-learning practices is partially sustained.

KEYWORDS: basic science process skills, multi-learning practices, students' performance, integrated science process skills

SUBMISSION ID: R04A-BATANP-0252

**Basic Sentence Construction Skills Development of Grade Four Pupils
at Sampa-Pacifico Elementary School**

Rasel Cabrera, Katherine Gay T. Capuno, & Sheenalyn B. Mouan, Department
of Education Batangas, Sampa-Pacifico Elementary School

Abstract

INTRODUCTION

Writing is one of the four basic skills. Writing skills are more complicated than other language skills. Sentence construction skills are an essential element for students' academic success. The grade four pupils were evaluated and found with a poor level of sentence construction skills. This action research dealt with the importance of well-structured instructional material to develop the basic sentence construction skills of the learners.

METHODS

The method of gathering the data and analysis plan was presented. The respondents were forty-nine grade four pupils. Questionnaires were also prepared which were administered to the subjects of the study at Sampa-Pacifico Elementary School.

RESULTS

Respondents are evaluated based on the results of the written test in sentence organization, sentence construction using pictures, and grammar and usage. In sentence organization, twenty-five or fifty percent of the pupils were at the poor levels and only two or four percent was at the very good level. The result of sentence construction using picture was thirty or sixty percent at the poor level and only two or four percent were at the very good level. The data implied that the majority of the respondents were also poor in grammar and usage, with thirty-three or sixty-seven percent at poor levels. On the whole, it was safe to conclude that the majority of the grade four pupils are in the poor level in basic sentence construction skill.

DISCUSSIONS

The result of this study revealed that the pupils can arrange jumbled words, phrases, make a sentence using the picture and construct sentences using correct grammar through the use of well-structured instructional material. All pupils, particularly the grade four pupils, should improve their writing skills which, then, can boost their studies.

KEYWORDS: well-structured, sentence construction skills

SUBMISSION ID: R04A-BATANP-1047/ R04A-BATANP-1124/ R04A-BATANP-1434

Basura, I-Segregate Ta: (Our Wastes, Let's Segregate) a Program to Improve Solid Waste Management Practices of Florita Herrera Irizari National High School

Reah Carmel S. Ruina - Teacher

Abstract

INTRODUCTION

Waste is one of the essential problems our school is facing today. Bundles of wastes are being collected every day but not properly segregated. Pursuant to R.A 9003 or the Ecological Solid Waste Management Act of 2000, it provides the legal framework for the systematic, comprehensive and ecological solid waste program. Therefore, each institution shall comply with the mandate to sustain its implementation. This study would like to determine the solid waste management practices of Florita Herrera Irizari National High School for its further improvement.

METHODS

Comparative Observation Method was used wherein the waste disposal practices were compared before and during the program was implemented. Each section is required to place three (3) recycle bins in their classroom with color coding. The recycle bin with green color is for plastic wrappers, the blue one is for biodegradable materials and the orange color is for plastic bottles while hazardous materials were automatically placed in a designated area in the school campus. The means being used in monitoring the problem is intensive checking wherein the DRR Club Officers checked each section garbage bins twice a day. A total of twenty (20) sections in all grade levels were being monitored every day.

RESULTS

The following results were indicated: On the first month of the implementation (July), out of 20 sections, only three were able to segregate properly. On the month of August from three sections, it became five sections. On September, from five sections it rose to eight sections. On October, 10 sections were being noted. The month of November, 12 sections out of 20 followed the proper waste disposal and in the month of December, 14 sections were reflected in the checklist who performed great in the implementation of the program. It has been observed that before the program was implemented, wastes of the school such as papers, plastic bottles, and wrappers were placed on the same garbage bins. During the project implementation, it can be seen on the result that wastes were now properly segregated.

DISCUSSIONS

The researcher could say that the program is effective since there was an increase in the number of sections who supported the program and it was continuously monitored for further improvement. It can be suggested that this program must be sustained. Also, from three recycle bins, it is recommended to make them six in total so that each waste will have its proper place.

KEYWORDS: wastes, solid waste management, recycle bins, segregate, proper waste disposal

SUBMISSION ID: R013-SURSUR-0083

**Batang Math-think-nik of Gregorio Paradero Elementary School:
Factors That Affect the Mathematical Abilities of Grade 6 Pupils for
School Year 2017-2018**

Aura Caunceran, Department Of Education

Abstract

INTRODUCTION

Being a Math-think-nik pupil is a result of so many factors put together and worked towards the ability to answer math problems. However, being very good in Mathematics is not achieved overnight. A conglomeration of factors that either goes well with other factors or clashes with some has something to do with mathematics achievement.

The researcher has observed that most of the Grade 6 pupils have difficulty in Mathematics while a small group displayed a positive outcome in Mathematics. The researcher decided to determine the factors that affect the mathematical abilities of her Grade 6 class. It is in this context that the researcher embarked on undertaking a study that would explain the factors that affect the mathematical abilities of pupils since understanding these variables may lead to better teaching and better learning. The involvement of parents and families in their children's education is critical to students' academic success not just in school but throughout life. The three R's to effective partnerships were respect, responsibility, and relationships. (Office of Student Services Collaborative Family-School Relationships for Children's Learning Beliefs Practices: 2015).

METHODS

The researcher used the descriptive method of research. Descriptive research involves describing, analyzing and interpreting certain conditions which are existing at the time that a study is conducted. The random sampling technique called the fishbowl was used. Eighty-six (86) Grade 6 pupils became respondents and their names were drawn afterward.

RESULTS

The result of the study was based on the three tables of the questionnaire given to the respondents. The first table says that it was clear that pupils of Gregorio Paradero Elementary School had a positive perception of Mathematics as a subject and what it can do to alter the lives of pupils. The next table recognized teaching strategies and materials, attitudes and parental involvement as factors considering the high weighted mean scores of the indicators. The last table can be deduced that pupils have been aware of the good and bad effects of the factors in Mathematics learning.

DISCUSSIONS

The results of the study determined what action should be done by the researcher and the administration involved in the study. An action plan in Mathematics learning was proposed after the research. Also, with this research, other institution can gain benefits from using the results of this study in solving similar problems in their school.

KEYWORDS: being Math-think-nik pupil

SUBMISSION ID: R04A-BATANP-2106

Battling Difficulties in Implementing School-Based Feeding Program: Alternative Ways for Sustainability

Josephine Arnigo, Department Of Education

Abstract

INTRODUCTION

Malnutrition is a worldwide health concern. Government and non-government organization (GO and NGOs) geared their efforts in various interventions that could lessen and alleviate children's suffering from malnutrition.

Feeding programs are common in public schools where malnourished students are beneficiaries. However, these programs last only for a few months or equivalent to 120 days due to financial constraints and delayed funds.

In this study, the researcher sought to identify the status of the School-Based Feeding Program (SBFP) in Banaba Elementary School, the difficulties encountered by the School Head and the feeding Coordinator in financial matters, and the proposed sources of funds as alternative feeding funds while it is still on-going.

METHODS

The study employed a descriptive quantitative research design to identify the status of the SBFP or the School-Based Feeding Program in Banaba Elementary School.

The researcher used a self-formulated and self-administered interview questions based on the difficulties encountered by the School Head and the Feeding Coordinator in the SBFP in terms of financial matters and the proposed sources of funds for their financial needs. The researcher utilized an interview to collate data on the status of the School-Based Feeding Program in Banaba Elementary School, the difficulties encountered by the School Head and the Feeding Coordinator in the SBFP in terms of financial matters, and the proposed sources of funds for their financial needs.

An open-ended questionnaire was utilized in identifying the difficulties encountered by the School Head and the Feeding Coordinator in the SBFP in terms of financial matters and the proposed sources of funds to gather the financial needs.

RESULTS

The principal, as well as the feeding coordinator, identified that 52 out of 328 pupils of Banaba Elementary School were included in the feeding program during the school year 2017 -2018. They were given free lunch to improve their nutritional status. The difficulties encountered by the principal and the feeding coordinator were determined as 1) the late release of the SBFP budget, and 2) the numerous SBFP beneficiaries.

DISCUSSIONS

Strengthening the ways to raise funds or necessary ingredients for the School Feeding Program is much needed.

KEYWORDS: feeding, beneficiaries, funds, sustainability

SUBMISSION ID: R04A-BATANP-0212

**Bawi Goes 3rsp: Reuse, Reduce, Recycle and Produce: Redefining
Gulayan Sa Paaralan Program**

Leila Lopez, Bawi Elementary School

Abstract

INTRODUCTION

Bawi Elementary School is one of the schools of Padre Garcia District. It is located in the western part of the town. This school is considered as one of the depressed schools in the town of Padre Garcia due to insufficient land for planting. It has a vast agricultural land but only a few of the people own it. They only work as helpers to the owners, earning a meager income where most of their children's education needs are being sacrificed just to meet their basic needs.

METHODS

The study employed a qualitative approach using phenomenology of Zahavi's pre-reflective self-awareness of experience through interviews. Since the early part of 2011 when Executive Order No. 53 was released, its deputized government institutions like Department of Education as one of the government agencies to initiate the implementation of the National Greening Program. Personal experiences of the subject were categorized into retention, primal impression, and pretention, which served as a self-manifestation of the subject's stretched consciousness. An ocular observation of the garden was conducted to validate the interviews made. Data gathered were supplemented with periodic reports and other related studies.

RESULTS

The school, community, and the municipal staff joined together to make the activity possible. Implementors of the project focus more on the importance of having a school garden with the use of innovative materials. Teachers assigned their pupils to bring their own materials like empty cans, empty water containers, vehicle wheels, and any materials available at home wherein they can put soil and plant in it. PTA officers were assigned in their respective homeroom sections so that they can monitor the development of the gulayan. Vegetable seedlings came from the school where the nursery was located but some were donated by parents and other stakeholders of the school.

DISCUSSIONS

The results demonstrate that pupils and students interviewed said that Gulayan sa Paaralan, through vegetable gardening, helped the school and their families economically. It is concluded that the school is still vibrant in the implementation of the program. Through the program, the pupils learned to love and appreciate the field of agriculture.

KEYWORDS: Backyard gardening/ "Gulayan ng Paaralan", organic farming, sustainable development, waste management, stretched consciousness of the flow of time

SUBMISSION ID: R04A-BATANP-0396

Beauty Generating Project (Bgp), Enhancement Skills in Nail Care Services: Class Performance Skills of Grade 9 at Tagasaka National High School

Maria Rose T. Aquino

Abstract

INTRODUCTION

The researcher saw the problem of decreased class performance skills in Beauty Care (Nail Care Services). This subject is hard, rare, and difficult in finding strategies and references. To cater to the problem, an intervention was set, the BEAUTY GENERATING PROJECT (BGP) Enhancement Skills, to decry the decrease in class performance skills of selected Grade 9 TLE Beauty Care (Nail Care Services) students. Through this, the participants solidly pursued to explore entrepreneurship.

METHODS

Beauty Generating Project (BGP) Enhancement Skills was used to improve performance skills. The mechanics are for the month of June to July, theory and discussion will be executed by the teacher while from August to September, the hands-on application will be performed. The next quarter is the imposing of entrepreneurship inside/outside the campus. The earned money is divided into the following: sixty percent for the participants while the forty percent goes to the BGP fund to purchase tools, materials, and equipment in Nail Care.

RESULTS

The research reveals that before the Beauty Generating Project (BGP) Enhancement Skills program was conducted, students had very low-class performance skills. But after the strategy was implemented, there were changes in class performance skills. There was an increase in the participants' earnings and they developed keen entrepreneurship skills because of the limitation of purchases set, and the increase in the number of clients which signified positive output to class performance skills.

DISCUSSIONS

This research has a big part in the learning of the participants. The teacher must be a full-fledged NCII holder with innate or acquired skills and through experiences in Nail Care. The research determined the mastered skills needed to be imparted to give impact to the problem identified. Prior to its implementation, this intervention considered the environment; socio-cultural status; socio-economic status and areas (urban or rural) of the participants.

KEYWORDS: decry, keen entrepreneurship, innate, acquired skills

SUBMISSION ID: R013-SURSUR-0223

Behavior of Kindergarten Learners with Working and Non - Working Mothers in Matagbak Elementary School: A Comparative Study

Raiveelyn Vidanes, Nancy T. Masinsin, & Ma. Perla P. Masinsin, Matagbak Elementary School

Abstract

INTRODUCTION

This study determined the comparison of the behavior of kindergarten pupils with working and non-working mothers in Matagbak Elementary School.

METHODS

The variables considered in this study were sex, sibling position, monthly family income, mother's educational attainment, and mother's category. To compare the behavior of kindergarten pupils with working and non-working mothers, the revised Philippine ECCD Checklist was used.

RESULTS

Majority of the respondents, in terms of sex, were female with a frequency of 26 or 54.17 percent followed by male with a frequency 22 or 45.83. In terms of sibling position, the majority of the respondents are in the in-between position with a frequency of 18 or 37.5 percent followed by the eldest position with a frequency of 16 or 33.33 percent, and lastly, the youngest position with a frequency of 14 or 29.17 percent.

In terms of Monthly Family Income, 25 or 52.08 are 4.999 and below, 13 or 27.08 are 5.000 – 9.999 and 10 or 20.83 percent are 10.000 and above with a total of 100 percent. In terms of mother's educational attainment, the majority of the respondents are high school graduates with a frequency of 43 or 89.58 percent, followed by college graduates with a frequency of 5 or 10.41 percent.

With respect to Mothers Category, it revealed that majority of the respondents are the non - working mothers with a frequency of 38 or 20.83 percent followed by working mothers with a frequency of 10 or 20.83 percent.

The results of the behavior of kindergarten learners, in terms of having a working mother, depict that majority of the respondents with working mothers obtained a standard score of 80- 119 or average overall development with a computed mean of 60 followed by 70 - 79 score with a computed weighted mean of 40 with a total of 100 percent.

With respect to non - working mothers, it depicted that majority of the respondents obtained a standard score of 80- 119 or average overall development with a computed mean of 47.36 followed by 70 - 79 score with computed weighted mean of 39.47, and lastly, 69 and below with a computed mean 13.15 with a total of 100 percent.

DISCUSSIONS

This study result indicates the need to be aware of the behavioral problems of kindergarten learners. Screening is necessary to detect their behavioral problems as these always require special attention.

KEYWORDS: motherhood

SUBMISSION ID: R04A-RIZALP-0100

Behavior Problems and Academic Performance of Grade 10 Students in Tipas National High School

Maricel Asi - Teacher I

Abstract

INTRODUCTION

Student behavior plays a major role in academic achievement. If there are students who are active, responsible and has won in different contests at different levels, there are also learners who show strange and aggressive feelings, committing chronic absenteeism and cutting classes. These emotional disturbances and maladjustments are caused by several factors which teachers and school need to analyze. Specifically, this study sought to determine the demographic profile of the respondents in terms of age, gender, and economic status; the extent of the effect of behavioral problems of the students to their academic performance; and the proposed intervention program to boost the academic performance of these Grade 10 students.

METHODS

The study employed a quantitative methodology. The respondents are the two hundred thirty-eight or 100% of Grade 10 students of Tipas National High School. The statistical analyses used were: percentage, weighted mean, and Pearson's Product Moment Correlation Coefficient.

RESULTS

Majority of the respondents are female aged 16 years old and with parents who are mostly employed. In terms of the extent of the behavior problems, absenteeism and cutting classes and their effect on the academic performance of the students is verbally interpreted as to a great extent. When students are always absent or cutting classes, they tend to miss a lot of things, leading to their poor academic performance. This implies that good attendance is an important and direct sign of the student's perception of the effectiveness and usefulness of the lectures delivered.

DISCUSSIONS

The findings reveal the need for parents, teachers, guidance counselor, and administrator to find ways to alter the misbehavior of the students. The teachers may continue attending a seminar or enroll units in the graduate schools to be guided in improving intervention materials that may enhance the academic performance of the students in relation to absenteeism and cutting classes. The principal or administrator may also formulate suitable and clearly defined policies and classroom rules.

KEYWORDS: behavior problems, academic performance

SUBMISSION ID: R04A-BATANP-0285

Behavioral Intervention Approach: A Strategy to Decrease Inappropriate Behavior of Learners with Special Educational Needs of Tina Central Elementary School, San Miguel II District

Dyanne Micah D. Murio, Teacher 1

Abstract

INTRODUCTION

Learners with Special Educational Needs manifest varied behaviors that inhibit academic development. There are so many strategies recommended in dealing with these behaviors but sometimes teachers find it too difficult to choose strategies applicable for specific behavior.

METHODS

The design used in the study is descriptive and is qualitative in nature. The sample of the study consisted of 7 identified LSENs which formed about 78% of the total enrollees who displayed inappropriate behavior. The researcher applied the Behavioral Intervention Approach through (1) deconstructing tasks, in which learners are given a limited amount of work, allowed extra time for completing tasks and providing work breaks; (2) learning games, wherein they are engaged in board games on phonics, vocabulary, and basic mathematical skills; and (3) reinforcement strategies, collaboration with parents about their child's behavior and the quality of work to mitigate the problem. Pre and Post-Intervention data were collected using a behavioral checklist through a teacher's observation.

RESULTS

The findings of the study resulted that there is a 0.05 difference in the decreased inappropriate behavior of the LSENs. Pre-Intervention data shows that an intervention is needed to intervene with the problem. After implementing the intervention, the learners were observed to be academically engaged, with enhanced self-esteem, and were more likely to be interested in school.

DISCUSSIONS

Behavioral Intervention Approach is effective in decreasing inappropriate behavior. The behavioral problem tends to increase if not intervened immediately and may result in academic failure. It is beneficial not only to the LSENs but also to learners in a regular setting. More training to teachers on how to deal with the behavioral problem is needed.

KEYWORDS: Learners with Special Educational Needs, behavioral intervention approach

SUBMISSION ID: R013-SURSUR-0275

Behavioral Management Models for Teachers

Marilou Sacay - Iriga Central School

Abstract

INTRODUCTION

The study addressed the ethical, research-based strategies to support the development of positive behavior of pupils as performed by the master teachers of public elementary schools of Iriga City Division. It sought to analyze the behavioral problems of pupils as encountered by the master teachers in the public elementary schools, the level of performance, expertise of master teachers in managing learners' behavior along principles of behavior management, methods of increasing and reducing behavior, pro-social classroom management, environmental behavior management, and working with parents and families.

METHODS

The descriptive method with documentary analysis was utilized in conducting this study. The statistical tools used were the following: frequency distribution, weighted mean, and Friedman Fr Test. The respondents of the study were the 102 public elementary master teachers of Iriga City Division.

RESULTS

From the findings of the study, there were behavioral problems of pupils encountered by the MTs. Most of them were on daydreaming, doodling of pupils, looking at the window, talking about things irrelevant to the lessons, chatting during instructional time, and getting up and moving without permission. The level of performance of the master teachers in the conduct of their duties and responsibilities was generally rated as outstanding. The level of expertise of master teachers in managing learners' behavior in school was very high.

DISCUSSIONS

The results revealed that to reduce significantly behavioral problems of pupils, teachers have to know the pupils' strengths, weaknesses, and learning needs to better address the needs of each student. Monitoring pupils' understanding by offering regular and appropriate feedback can help pupils realize that the teacher knows their actions and progress, reducing the likelihood that pupils would engage in inappropriate behaviors. In the conduct of master teachers' duties and responsibilities with respect to behavior management, they need not anxiously wait for problems to arise in the classroom but prevent them and use the time saved to teach children on how to live productively in society. The master teachers' level of expertise in managing learners' behavior have commendable performance and can share their expertise among their peers through in-service training or one-on-one coaching, particularly among the novice teachers.

KEYWORDS: MODELS, BEHAVIORAL, MANAGEMENT

SUBMISSION ID: R005-IRIGAC-0028

Behavioral Manifestation of Primary Pupils on the Use of Mother Tongue in Pinamukan Ibaba Elementary School

Lilian Francisco , Department of Education Batangas City

Abstract

INTRODUCTION

Mother Tongue is the primary tool for thought processing and knowledge acquisition and is considered as the best medium of instruction. Awareness to children's behavior using the mother tongue in the classroom enables the teachers to make the necessary adjustments in teaching. In this study, the researcher wants to find out the behavioral manifestations of primary pupils in Pinamukan Ibaba Elementary School on the use of mother tongue in the classroom under cognitive, affective, and psychomotor domains. She wanted to find out the indicators for pupils to learn best in their native tongue. Furthermore, it aimed to determine the extent they manifested these behaviors.

METHODS

The study applied the descriptive method of research. This method is vital and appropriate in descriptive investigations with the questionnaire as the main instrument used in gathering data. It purposes to present facts concerning behavioral manifestations of primary pupils on the use of mother tongue in Pinamukan Ibaba Elementary School. This was focused on the perceptions of teachers and parents on the behavior of children in the classroom when Mother Tongue (Tagalog) is used as a medium of instruction. The respondents of the study were three primary teachers, and forty-five parents in Pinamukan Ibaba Elementary School.

RESULTS

The performances of the primary pupils using Mother Tongue are manifested in the cognitive, affective and psychomotor domains. Pupils manifested behavior shows great extent under cognitive and very great extent under an affective and psychomotor domain. There is no significant difference between the perceptions of the two groups of respondents.

DISCUSSIONS

The study shows that every child has the right to have their talents recognized and promoted within the school by using their mother tongue. However, there is a need to address the development of the pupil's intellect to develop higher order thinking skills (HOTS) as cognitive behavior came last in the list. The use of mother in the classroom makes pupils more active, participative, and interactive because they have a common tool to express their ideas, feelings, opinions and the like. Pupils develop a foundation of mutual interest that leads to positive peer and teacher relations. Pupil's receptiveness is enhanced because lessons are built on their comprehensive knowledge of their own language.

KEYWORDS: Mother Tongue, Cognitive, Affective, Psychomotor,

SUBMISSION ID: R04A-BATANC-0445

Behavioral Patterns and Teaching Styles of Kindergarten Learners

April Ann R. Marfil, Department Of Education

Abstract

INTRODUCTION

Most of the kindergarten pupils in Cortes and Lanuza District have not experienced formal schooling before enrolling to Kindergarten. This makes some of the pupil's experience difficulty in adjusting their behavior and forms of socialization. Compared to other pupils who experienced toddler and nursery before entering kindergarten, this makes some of the pupil's experience difficulty in adjusting their behavior and forms of socialization. In most cases, these pupils have more tantrums in the class and display some disturbing behaviors.

METHODS

The study utilized correlational research since the characters were used to describe the prevailing behaviors of kindergarten pupils. Descriptive categories and evaluation of the prevailing behavior and teaching styles will be done in this study. Conducting a survey is one of the approaches in this study to collect appropriate data for interpretation. This type of research identifies the behaviors of kindergarten pupils and how it affects the level of learning in the different core areas of the curriculum. The purpose of descriptive research is to observe, describe and document aspects of a situation that occurs.

RESULTS

The pupil's behavior and teaching styles have a significant relationship. There is a significant relationship between the teaching styles of the teachers and the behavioral pattern of the Kindergarten Pupils. Hence, the significance two-tailed value is equal to 0.036, less than 0.05 standard level of significance, based on the Pearson correlation. There is a positive correlation between the two, hence, the value equal to 0.384. These results were confirmed by the study of Bustos (2010) that teachers' dispositions and ability to manage pupil's behavior do tend to impact their pupil's achievement and behavior development. The appropriate use of teaching styles and methods with children and the ability to cope with change are important criteria in determining the behavioral and learning outcomes of kindergarten pupils.

DISCUSSIONS

The teaching styles implemented in the field are all useful in handling different behaviors of pupils. The behavioral patterns that existed revealed that all pupils show proficient achievement in the field. There is a positive correlation between teaching styles and behavioral patterns, hence, the significance two-tailed value to 0.36 less than 0.05 standard level of significance. Therefore, the null hypothesis is rejected.

KEYWORDS: behavioral patterns, teaching styles, kindergarten learners

SUBMISSION ID: R013-SURSUR-0320

**Behavioral Problems Encountered by English Teachers in Doã'A Maria
Laurel Platon Memorial School: Its Relationships to Pupils' Academic
Performance**

Genalyn Cacao

Abstract

INTRODUCTION

This study focused on the behavioral problems encountered by the elementary English teachers in the public schools, the effects of the said problem in the teaching-learning process inside the classroom, and the factors that affect the academic performance of pupils. The remedies, the causes, and the effects of the problems encountered by the teachers of English shall serve as the focus of the present study.

METHODS

The researcher utilized the descriptive method with the questionnaire as the data gathering instrument. The respondents of the study were the English teachers and pupils from Doã'a Maria Laurel Platon Memorial School. There were 10 teacher respondents and 471 pupil respondents.

RESULTS

There is a significant difference among the factors that affect the academic performance of the pupils in Doã'a Maria Laurel Platon Memorial School in English between the Teacher factor and the other five factors, Environment Factor and the Home, Parent and Teacher Factors, as well as between Home factor and the other five factors: pupil factor, teacher factor, school facilities, parent factor and environment factor.

DISCUSSIONS

English teachers should provide the pupils with interesting activities that would stimulate their creativity and analytical thinking towards good performance in English. Teachers, parents and school administrators must work together to develop the English communication skills of the pupils through supporting suitable school programs.

KEYWORDS: behavioral problems, implications, behavioral measures

SUBMISSION ID: R04A-BATANP-1056

Behavioral Problems of Grade III Pupils at Sinisian Elementary School: Basis for Intervention Program

Melanie Catapang, Department Of Education

Abstract

INTRODUCTION

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Behavior, basically, has a big factor in the development of a particular individual. Behavior problems at school interfere with lessons and disturb other students. These problems often overwhelm teachers, particularly novices, and some consider them the most difficult aspect of a teacher's workday.

This action research entitled "Behavioral Problems of Grade Three Pupils at Sinisian Elementary School: Basis for Intervention Program" aims to determine the behavioral problems of Grade Three pupils and to propose an intervention program for the assessment of behavioral problems of the pupils.

METHODS

The researcher used the quantitative-descriptive method of research. Descriptive designs function to portray as accurately as possible some phenomena of interest. It used to gather and evaluate the behavior problems of the pupils. The respondents of the study were the 13 parents and 7 teachers of Sinisian Elementary School. In this study, the data and information needed by the researcher were made available through a questionnaire based on the research.

RESULTS

The ultimate problem encountered by the teacher regarding the behavior of her pupils was loss of energy and feeling tired during class hour. The main factor that affects the pupils' misbehavior was bullying that caused them to do the same with peers. Different intervention programs were proposed to manage and control the pupils' misbehavior.

DISCUSSIONS

The result of this research helped the administrator and teachers gain knowledge in the assessment of behavioral problems of their pupils. They can apply the interventions inside the classroom to lessen some unwanted behaviors of pupils. Including praise and encouraging words to arouse the pupil's interest in the lesson, allowing the reward system to trigger the pupils' attention to the lesson, including interactive activities and games that will explore their skills and motivate them to develop their strengths, using music in presenting the lesson to the class to motivate the pupils to learn, and organizing engagement activities to further enhance the pupils' interaction with their peers and with the teacher are just some of the interventions presented. Furthermore, parents and teachers should maintain close communication with each other regarding pupils' behavior at school.

KEYWORDS: behavior problem, intervention, assessment

SUBMISSION ID: R04A-BATANP-0681

**Beliefs About Change, Management Skills and Performance of the
School Key Personnel in the Implementation of Result-Based
Performance Management System: Reference for Division Policy
Formulation**

Leticia A. Rogacion, Schools Division Office Of Imus City

Abstract

INTRODUCTION

The study was conducted to determine the relationship of beliefs about change and change management skills in relation to the implementation of RPMS (Result-Based Performance Management System) introduced by Department of Education. In doing so, we can arrive at possible division policy formulation that may be proposed to help implement RPMS among school heads, department heads, master teachers, guidance counselors and key coordinators by learning area.

METHODS

Descriptive correlation research design was employed with the use of the Beliefs about change and change management skills questionnaires. Statistical treatments applied were Pearson r to test the correlations of beliefs about change, change management skills and performance in the implementation of RPMS among the respondents.

RESULTS

Significant findings revealed that school personnel showing distinguished competency employ a systematic approach in dealing with transition or transformation of an organization's goals, processes or technologies also have an exceptional opinion, trust, faith or confidence on the improvement brought by that transition or transformation of one's goal. More so, the confidence of the school personnel on the transition or transformation of one's goals on RPMS met the expectation, enjoining employees to focus on their work and try to be productive to their works and achieve the mission and vision of the K to 12 programs. While the relationship between change management skills and performance on the RPMS also attained a very positive degree of correlation, this implied that the school personnel showed competency to employ a systematic approach in dealing with the transition to RPMS implementation. Key school personnel were homogeneous and achieved a very satisfactory mark in their performance on the implementation of RPMS and not a single one of them got a satisfactory performance.

DISCUSSIONS

It is best to mindfully prepare all the school personnel about inevitable changes in the K to 12 System. Based on the studies, policies have to be formulated on beliefs about change to ensure updated and efficient communication management, more especially on ensuring changes from conventional practices. Also, school administrators must designate a communication officer to optimize and systematize unified dissemination of Department of Education issuances and official E-mail addresses. When it comes to change management skills, managing and further providing consistent technical assistance for training and development of newly promoted and seasoned school personnel must be observed.

KEYWORDS: Beliefs About Change, Management Skills, and Performance in RPMS

SUBMISSION ID: R04A-IMUSC1-0075

Benefits of Having a Small Business While Taking Abm Strand

Daniel Joy Sael - GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

Accountancy, Business, and Management students are expected to be future entrepreneurs who are skilled in handling business. As observed, many students sell retailed goods inside the school to financially support their studies. This study aimed to identify the advantages of having a small business while taking up ABM.

METHODS

This research focused on the significant experiences of respondents about handling business while studying ABM. Purposive sampling was used to focus on the particular characteristics of this group of respondents. The respondents were composed of 6 grade eleven students and 6 grade 12 students from General Mariano Alvarez Technical High School. Half of each group own a small business and the other half do not. The researchers used a questionnaire to gather information.

RESULTS

Most of the students stated that having a small business while studying give them advanced knowledge of business and they can support their studies financially. Their experiences in selling gave them ideas on how to manage their future businesses and cope with the trends. Those students who preferred to have no business while studying stated that they can simply focus on their studies and perform school-related activities.

DISCUSSIONS

Both groups of respondents have advantages on their chosen path. However, handling businesses while still studying could give students the first - hand experience of their lessons. This gave them simple know-how in the field of entrepreneurship. Parents are also encouraged to support their children in their business endeavors.

KEYWORDS: Benefits, ABM Strand, Business

SUBMISSION ID: R04A-CAVTP-0631

Best Practices in Brigada Eskwela of Secondary Schools in Batangas Province

Larry Garcia, Department Of Education, Division Of Batangas - Balete
National High School

Abstract

INTRODUCTION

The education of the Filipino youth is everybody's concern. While the government is tasked to provide free and quality education to every Filipino child and youth, the community where they grow is an important stakeholder in their education. The private sector, which will sooner or later employ these young Filipinos, is also an important stakeholder in their education. The successful collaboration of all these stakeholders is therefore pivotal in ensuring that Filipino children and youth go to school, remain in school, and learn in school. It poses a great challenge to educational stakeholders.

METHODS

The researcher used the descriptive method of research with a questionnaire as the main data gathering instrument. It was complemented by structured interview and focus group discussion. It is said that quantitative and qualitative study is "capable of describing the past, present and future occurrence of the event in their natural setting". This being so, the best Brigada Eskwela practices, its support to basic education and the issues and opportunities the program may bring were the parameters of inquiry in this study.

RESULTS

Results revealed that the respondents strongly agreed on the salient features of the Brigada Eskwela Work Plan. Also, the respondents assessed that the implementation of Brigada Eskwela relative to the scope of work conducted, resource mobilization, school personnel participation, and community involvement was to a great extent but broadened community support of Brigada Eskwela to basic education relative to curricular activities enrichment and physical facilities improvement was to a moderate extent. Unity of purpose was achieved to a great extent by Brigada Eskwela. Further, the respondents strongly agreed that there were issues and opportunities brought by Brigada Eskwela. The assessments on the three groups of respondents differed in their regard to opportunities brought by Brigada Eskwela, with differences noted among Brigada Eskwela coordinators when the paired comparison was conducted.

DISCUSSIONS

Brigade Eskwela was borne out of the need to address the challenges of public education in the Philippines. It started by the simple mission of cleaning up and beautifying public schools to prepare for the opening of classes. But by allowing everyone to contribute, big or small, to this worthy endeavor, it has also opened multiple doors for learning and reflection. As an output of this study, a project plan was framed to enhance its strategies toward optimum sharing of best practices.

KEYWORDS: Brigada Eskwela, Best Practices, Implementation, Public Secondary Schools

SUBMISSION ID: R04A-BATANP-2184

**Best Practices in Handling Parents Concern and Involvement About
their Children's Academic Achievement of Grade 7 at Sta. Anastacia-San
Rafael National High School**

Gina Villanueva & Loida Guevarra

Abstract

INTRODUCTION

The important key to the success of one's child is education and the vital involvement of the parents is bringing their children in the right education. This study is focused on best practices in handling parents' concerns and involvement in their children's academic achievements of Grade 7 at Sta. Anastacia-San Rafael National High School.

METHODS

This research used a descriptive method. It aimed to ascertain the best practices in handling parent's concern and involvement in their children's academic achievement. The questionnaire is composed of five items about teachers' level of involvement in handling parents' concern in the academic performance of their children.

RESULTS

The results indicated that the involvement and encouragement of teachers to the parents are highly significant in establishing the good performance of their children. The academic achievements of the students in correlation to the involvement of parents are highly appreciated and recognized. The effectiveness of using a monitoring card and journal led to open communication, building rapport among teachers and parents.

DISCUSSIONS

Parents were encouraged to be involved both in academic and non-academic school activities. They were also informed about childcare that provides policymakers and parent-teacher communication. The devised materials must be continuously done to monitor and to improve the academic performance of the children.

KEYWORDS: Academic Performance, Parent's Involvement, Best Practices

SUBMISSION ID: R04A-BATANP-2105

Best Practices in School-Based Feeding Program: Highlights of Experiences at Bawi Elementary School

Perla Silva, Bawi Elementary School

Abstract

INTRODUCTION

Good nutrition is the key to good mental and physical health. Eating a balanced diet is an important part of good health for everyone. The kind and amount of food we eat affect the way we feel and how our body works every day. In our school setting today, the nutrition of the child is often considered as one of the most important aspects that enable them to study properly and accomplish their duties within and outside of the school. It is important for the child to be healthy and physically fit for them to be able to perform the task in their everyday undertakings. Staying healthy is also vital for proper growth and development of the pupils' mind and body.

METHODS

This study used the descriptive method wherein the result of nutritional status served as one of the sources of information in gathering data. The data recorded and filed by the school health coordinator was considered as a basis in conducting the study. Other information such as the profile of the respondents was acquired from the class advisers.

RESULTS

Upon conducting this research, it was noted that the number of beneficiaries of SFBP decreased by 34 number of pupils or 77%. This showed that practices implemented to improve the nutritional status of severely wasted and wasted pupils were effective. Moreover, positive outcomes of the SBFP was seen not only to the pupils but to their parents as well. They became cooperative and supportive in implementing the program and became a responsible partner of the school in implementing the program.

DISCUSSIONS

The results showed that response in everyday undertakings in line with feeding program served as motivation to pursue the program. As a whole, the objectives of the researchers in conducting the study was achieved. Though it is not 100% of the respondents, still, it is a good implication that school-based feeding program was a success through its implementation in the school.

KEYWORDS: feeding program, SBFP, nutrition

SUBMISSION ID: R04A-BATANP-0286

Best Practices in Teaching Commercial Cooking: Input to Pupils' Learning to Cook as Life Skill

Celisel Leron, Baybayin National High School

Abstract

INTRODUCTION

Cooking, as a life skill, is an important contributor to pupils developing healthy lifestyles, while studying food as an academic subject can provide motivation and challenge, support the development of higher order thinking skills and develop pupils' understanding of scientific concepts. In the Department of Education (Department of Education), cooking is one of the specializations offered from Grades 7 to 12. In Senior High School, it is one of the specializations that will offer its students opportunities to join the workforce once they graduated from the program. Hence, the researcher, as one of the teachers of the SHS program specializing in commercial cooking, aimed to find out the best practices in teaching commercial cooking to teach cooking as a life skill.

METHODS

This study used the descriptive quantitative research design used for the appropriateness to the nature of the study. The respondents were the 25 teachers who are handling Commercial Cooking in the Senior High School in Batangas Division. The data gathering instrument used was a researcher-made questionnaire that measured the needed best practices done by the teachers in the delivery of the contents of Commercial Cooking, the strategies in teaching the subject, and the life skills needed to be learned by the students. The data were analyzed using the frequency count, weighted mean, and ranking.

RESULTS

Practices done by teachers in teaching Commercial Cooking will be effective with the aid of the Department of Educations' approaches such as constructivist, competency-based, collaborative, inquiry-based, integrative, and reflective. Life skills in cooking also developed in the students such as culinary skills, technical skills, endurance, basic oral and written English skills, computer literacy, comfort, and patience.

DISCUSSIONS

There are best practices performed by the teachers in Commercial Cooking which are worthy to be shared such as culinary skills, developing endurance, English communication skills, and patience. All the approaches recommended by the Department of Education could be used in teaching Commercial Cooking such as constructivist, competency-based, collaborative, inquiry-based, integrative, and reflective approaches. Teaching Commercial Cooking among the students definitely develop among them life skills such as technical skills, endurance, English competency skills, serving other people comfortably, patience, and computer skills.

KEYWORDS: cooking, life skill, approaches, practices, competency

SUBMISSION ID: R04A-BATANP-2214

**Best Practices in Teaching Mathematics Using Mother Tongue in
Kawas National High School: Basis for Language Development
Program**

Eleasar Limpiado Jr., Department Of Education

Abstract

INTRODUCTION

Mathematics is one of the subjects that pervade life at any age in any circumstances, therefore, it must be learned comprehensively with depth. The K -10 Mathematics Curriculum goals are to equip students and help them become critical thinkers and problem-solvers, a solid foundation Mathematics Grades 11 and 12. In this connection, Mother Tongue-Based Multilingual Education (MTB-MLE) was implemented as the language of instruction in Kindergarten to year 3. Notwithstanding, the use of this MTB MLE is still used at the secondary level as a medium of instruction.

METHODS

The methods utilized in data gathering were checked and validated by the research adviser and analyzed using two methodologies. The quantitative method was analyzed through document analysis which focused on the socio-demographic profile of the respondents and their best practices in teaching Mathematics using mother tongue. The qualitative method was analyzed through an interview on their experiences in teaching mathematics using the mother tongue.

RESULTS

The result showed that the respondents were aged 36 years old and above. Most of them are female and married. Further, though most have 6 years and above teaching experience still, the majority of them are Teacher 1. Some of them obtained units in Master's degree and some are Master's degree holder. Generally, all of them were Mathematics major and had attended seminars mostly on Regional Level. Thus, the majority of the teachers had their best practices in teaching Mathematics using mother-tongue. Most of them thought that shifting from one language to another (Bisaya to Tagalog to English) as needed and translating the terms not understood in English to the language of students that could not be understood in the specific language is helpful in teaching students.

DISCUSSIONS

Therefore, the researcher implied, that the teachers should shift from one language to another (English to Tagalog to Bisaya) for the purpose of a better understanding of the students and develop their communicative and problem-solving skills.

KEYWORDS: Mathematics, MTB-MLE

SUBMISSION ID: R012-SARANG-0034

Best Practices in the Utilization of Available Technological Devices in Teaching Mathematics at Shs Within Bayorbor Elementary School

Simeon De Torres - MSHS

Abstract

INTRODUCTION

The study, generally, aims to determine the best practices on the use of technological devices in teaching Mathematics to Grade 11 students of SHS in Bayorbor Elementary School. Specifically, it aims to determine the level of performance of the ABM and STEM students during the pre- and post-tests with and without the use of technology and find out if the use of technology during Mathematics discussion is more effective and can increase the level of students' progress.

METHODS

The researchers used the descriptive method. The research respondents were Senior High School Students. It has been applied to SHS in Bayorbor Elementary School only. The problems met by the students and teachers in the teaching and learning process its effect on the use of a technological device. ere identified and examined. Specifically, the experimental method was applied. Students from ABM strands were given pre-test without the aid of calculator; different topics were discussed without the aid of technological devices, and afterward, post-test was administered. However, a different scenario was resorted to in handling classes of the STEM strand. The actual teaching was conducted using calculator, television, and LCD projector. Likewise, in the post-test, students were also allowed to use technological devices.

RESULTS

The study found out that that the level of performance of the Accountancy, Business and Management (ABM) and Science, Technology, Engineering, and Mathematics (STEM) students during the pre and post-tests showed high significant differences given the fact that the former was disallowed to use devices as the latter was given leeway.

DISCUSSIONS

From the foregoing findings, it was concluded that the level of students' comprehension of the subject matter is much desirable when teachers utilize technological devices. It is therefore recommended that the teacher and students should cooperatively and simultaneously use the technological device during the teaching process. In addition, the teacher must utilize differentiated teaching strategies to arrive at a desirable result for students' welfare.

KEYWORDS: best practices, effective utilization, technological devices

SUBMISSION ID: R04A-BATANP-0058

Best Practices of Effective Instructional Supervision among School Heads in Infanta District Towards Improved School Performance

Jenny Morit, Department Of Education

Abstract

INTRODUCTION

The teaching-learning process is one of the top priorities of all personnel in the Department of Education. Thus, the main purpose of this research was to determine the best practices on instructional supervisory strategies and practices among school heads in Infanta, District towards improved school performance.

METHODS

This study utilized the Descriptive-Quantitative Research method.

RESULTS

This research study focused on the best practices on effective instructional supervision among school heads of Infanta District. This study utilized the descriptive method in research to find out the best strategies and practices on effective instructional supervision. The respondents' responses were tallied, recorded, computed, tabulated, and analyzed to determine the best practices on effective instructional supervision. In presenting data, tables were used with corresponding interpretations.

DISCUSSIONS

The instructional-supervisory strategies of the school heads included teacher conferencing and inspecting the daily lesson log and daily lesson plan of teachers. The implication of the practices and strategies in improving performance were to reduce the number of non-numerates and to promote and participate in the professional development of teachers. Based on the findings and conclusions, this study recommends to plan and implement more programs and activities that would intensify the work values of the teachers. They must subject themselves to discover new trends in education so that their crafts would not be confined with the old practice and system in education. Sponsoring and conducting seminar-workshops and training aimed at emphasizing not only the teachers' intellectual and physical development but more importantly the uplift and enhancement of the teachers' work values and time management is also recommended.

KEYWORDS: effective instructional supervision and strategies

SUBMISSION ID: R04A-QUEZON-0159

Big Bang Quiz Bee (A Review Game-Based Strategy) and the Grade 11 Students' Self Efficacy in Earth Science

Jayson K. Latade, Department of Education San Pablo

Abstract

INTRODUCTION

Self-efficacy is an important aspect of students' academic performance. When self-efficacy is high, students are confident that they will perform well in a test. This happens when they successfully master the concepts in a given quarter or unit. This study showed the influence of the innovation, "Big Bang Quiz Bee," to the self-efficacy of Grade 11 students. The game's objective is to review the competencies in a quarter using a question and answer strategy. What made this innovation unique is the use of the "Game Changer Cards" or the Power-ups for the students to win the game.

METHODS

A two-part survey questionnaire was given to identify the influence of the game to student's self-efficacy (first part) and to determine their perceptions towards the game (second part). The responses in both parts were analyzed using descriptive statistics and were collated using an affinity diagram respectively. Moreover, pre-test and post-test were analyzed using a Two Sample Mean T-test to determine the significant difference between the mean scores garnered by the respondents of the study.

RESULTS

The average self-efficacy of the students is 4.28, this showed a high level of self-efficacy which means the students are confident that they can perform well in a test in Earth Science. The test statistics for the pre-test and post-test gained a p-value of 2.91E-20 which is less than 0.05 level of significance, therefore the researcher has enough evidence to say that there is a significant difference between the test results.

The perceptions of the students were successfully analyzed and summarized. Most of the students gave their positive insights such as the game is very unique because the cards added twists, it was challenging and exciting at the same time, they learned while having fun, it is an interactive and strategic game, and decision-making and collaborative skills were improved because of the bond created between the group members. Few respondents mentioned that they tend to focus on a winning strategy rather than learning and some game changer cards were overpowered.

DISCUSSIONS

Based on the results, Big Bang Quiz Bee turned out to be an effective tool for teachers to employ in classes as it poses learning while having fun and brings about mastery of learning competencies. With this, Grade 11 student's self-efficacy in Earth Science remarkably increased. This strategy can be used across learning areas although it still needs to be improved for better implementation.

KEYWORDS: Quiz bee, Game Changer Cards and Self-efficacy

SUBMISSION ID: R04A-SANPAB-0098

Bikemate: An Android App with Data Analytics for Bmi Monitoring

Myra Flores, Tayabas City Division Stand Alone Shs

Abstract

INTRODUCTION

Body mass index (BMI) is a way to measure the calories based on ones' weight relative to the height (Medical News, 2017). It is important to determine whether a cyclist is physically fit to ensure safety while biking. The main objective of this study is to develop an android application for monitoring BMI, planning a trip, and searching for the shortest trajectory with data analytics.

METHODS

Data analytics measures the quantitative process and techniques to gain and enhance productivity (Technopedia, 2017). Rapid Application Development (RAD) was utilized by the researcher to come up with a good result. This model was helpful in defining clients' requirements and setting the coverage of the project (Prieto, 2016).

RESULTS

As a result, it can be inferred that the developed app is functional, reliable, and easy to use. From the five (5) android characteristics that were evaluated, the result shows that portability and functionality got the highest rating. The system was acceptable based on the result of system testing. It indicates that the ultimate achievement of this developed android application is the compatibility of the android application (Joe, 2017) in the different operating system for Android phones and computing of body mass index and directing the android application using voice navigation. The BMI was also helpful for the bikers because it can monitor the total calories, they needed to lose to be healthier.

DISCUSSIONS

An evaluation was conducted by the researcher in the developed system which will be used by the organization and assessed through formative and summative evaluation (Prieto, 2016). It enables the organization and other respondents to determine if the program developed is efficient, effective, and accurate based on the ISO 9126. Out of five (5) major characteristics, four of them stand out. For the portability of the BikeMate Android application, a total of 4.94 was the highest rating made by the respondents. They strongly agreed that the body mass index was accurately computed. The voice navigation was a big help for the riders.

KEYWORDS: data analytics, BikeMate, BMI, android application, google maps, bikers, cyclist

SUBMISSION ID: R04A-TAYABA-0017

**Bilingualism in the Development of Communication Skills and
Academic Learning of Students in Wenceslao Trinidad Memorial
National High School**

Cristian Flores, Consolacion Garcia, & Evaline Marcelino

Abstract

INTRODUCTION

Bilingual education means the separate use of Filipino and English as the medium of teaching on specific fields or subjects in the Philippine curriculum. Separate use of Filipino and English must be strictly practiced in teaching. Filipino and English will be a medium language on diverse subjects at all levels to achieve the goals of bilingual proficiency. Bilingualism is a phenomenon of language that is explicitly and thoroughly discussed in the field of social media. It demonstrates the great interaction of language and society and how society contributes to language development. Furthermore, it also appears how the language is freely accepted by people in society and to those who use it. Bilingualism is also assumed to be the capability of a society to use two languages efficiently.

METHODS

The study was conducted using a descriptive research methodology. Researchers have chosen the "Descriptive Survey Research Design" that uses a questionnaire to gather data from a cluster or group of students. The questions were distributed to two hundred (217) students representing the total number of respondents from 7th to 10th grade of Wenceslao Trinidad Memorial National High School.

RESULTS

Based on the results of the study, it has been proven that the use of two different languages is high and has a positive effect on the various academic subjects of the learners. The Filipino language is still widely used in subject areas such as Filipino, Social Studies and Humanities. Thus, English is frequently used in subjects such as English, Mathematics, Science, TLE, and MAPEH. Further, students often use the Filipino language than English when it comes to communication and social interaction. For them, it is easier to use the Filipino language when explaining ideas and concepts or giving arguments and this is also the medium of language in which they can easily perceive the messages they receive.

DISCUSSIONS

The choice of language as a medium of instruction, basing on the experience of our education system, is not just a short-term issue that is based on economic need. Rather, it is also important to consider how students understand their surroundings and their community. It is appropriate to conceptualize effective language policies so that it will promote a globally competitive race and uphold the curriculum's goal for Philippine Education.

KEYWORDS: bilingualism, bilingual proficiency, medium

SUBMISSION ID: R04A-BATANP-2235

Biomolecules, Fantastic Four: A Strategic Intervention Material to Increase the Academic Performance of DL Osano Maputi National High School Grade 10 Students on Concepts in Biomolecules

Giane Masin

Abstract

INTRODUCTION

Learning science concepts is not easy and has been a great challenge to most students, especially at DLOMNHS, which in the past years have yield poor academic rating. With the use of a teacher-made strategic instructional material, this study aimed to improve the academic performance of the students with an intervention crafted to provide assistance in meeting the challenges.

METHODS

The researcher used a quasi-experimental research design method to test the effectiveness of SIM in improving the academic performance of the grade 10 students. The researcher utilized the least learned competency on biomolecules from the previous school year and made it a basis in crafting the SIM. The 34 grade 10 students were given 20 items teacher-made pre-test questionnaire following the table of the specification where 70% of the questions were in the knowledge type, 20% were in the process type and 10% were in the understanding level. After the pre-test, 3-days traditional class discussion teaching-style on biomolecules was used on the 60 minutes allotted time per day. On the third day, post-test was given and identifying the experimental group followed. The researcher used purposive sampling in identifying the experimental group. Half of the class with low scores was given the SIM as an intervention on the fourth day for the entire day as approved by the school head. Since there are 4 sub-topics in the SIM, students are only given 30 minutes to read and answer each sub-topic. After the implementation of the intervention, the 17 respondents who underwent the Strategic Intervention Material (SIM) would be given the same kind of post-test to see the effectiveness of SIM in improving their academic performance.

RESULTS

The researcher used the mean scores to compare the performance of the respondents in their pre-test and 1st and 2nd post-test scores. Also, paired samples t-test was used to test the significant difference between the scores of respondents in 1st and 2nd post-test scores at .05 significant level. From the scores of the respondents, after being treated with the intervention, it could be observed that the scores of each respondent and their mean score had achieved far than the 65% set standard of the researcher. A paired sample t-test found that there is a significant difference between means, $t(16) = 12.22$, $p < 0.001$. Together this suggested that there is a significant difference in the scores of the 1st post-test and 2nd post-test.

DISCUSSIONS

The results had shown that using strategic intervention material is an effective way of improving the academic performance of the students, thus, it gave them the enthusiasm to strive better.

KEYWORDS: Strategic Intervention Material, Academic Performance, Biomolecules

SUBMISSION ID: R013-SURSUR-0128

Blaan Parents Involvement in School Activities in a Public National High School in Malapatan Sarangani Province

Edgar Jordan, Department Of Education

Abstract

INTRODUCTION

This study described the extent of involvement of Blaan parents in school activities, specifically in the Orientation, Brigada-Eskwela, Parent-Teacher Conference and Recognition Day. It also described in terms of their extent of attendance and experiences in school activities. The research was conducted at Lun Padidu National High School located at Malapatan, Sarangani Province, and the respondents chosen were Blaan parents, Blaan students, and teachers.

METHODS

The methods utilized in data gathering were validated by experts and adviser- approved guide questions for interviews. The analysis of data used two types of methodologies such as quantitative and qualitative. The quantitative data were analyzed through document analysis which focused on the extent of attendance of Blaan parents in school activities, while the qualitative data was analyzed according to the verbatim narration of interview responses given by the participants.

RESULTS

The results showed that the extent of Blaan parents' involvement in Parent- Teacher Conference was excellent while in Brigada-Eskwela was fair. Generally, the Blaan parents' involvement in school activities was good. However, there was a limited frequency of schedules on activities which created communication deficiency between school and parents. The strong implementation in checking the Blaan parents' attendance was not given emphasis.

DISCUSSIONS

The experiences of Blaan parents, Blaan students, and teachers reflect needs to improve the implementation of the conduct of school activities to increase parents' involvement. Therefore, it is a need for regular communication between the school and the LGU, parents, and stakeholders, to have a regular assessment and evaluation of the school activities, strict checking of parents' attendance, follow-up through home visitation and regular deliberation of the objectives and children's performances in school must be evident to increase parents' involvement in school.

KEYWORDS: Blaan, Involvement, School Activities

SUBMISSION ID: R012-SARANG-0035

Blended Learning Environment: Students' and Teachers' Perspectives

Lennie De Mesa, Department of Education Rosario West/Itlugan Elementary School

Abstract

INTRODUCTION

The idea of blended learning has changed the environment of all teaching and learning in higher education. Communication and information technologies provide a great impact by means of access to digital tools and collaborative communication in all courses. The blending of technology and pedagogy has produced a wide range of approaches to teaching and learning.

METHODS

This paper evaluated teachers and students' perception of the success and challenges of BLE on their teaching and learning. The survey questionnaire was the instrument used for data collection. A total of 25 teachers and 70 students of Colegio ng Lungsod ng Batangas enrolled in the course Bachelor of Elementary for the period of 2018-2019 served as the respondents of this study.

RESULTS

This research sought to examine the insights of teachers and students on the success and challenges of BLE in teaching and learning. This paper established that BLE possesses positive results rather than challenges as revealed by the data of the respondents. Respondents have shown more success perceptions on the use of BLE in teaching and learning. The successes gathered from the literature and proved by the respondents could be a key element and background idea for the adoption and implementation of BLE in elementary schools, since BLE is not yet implemented in lower education. The investigation took its initial point in teachers' and students' perception focused on examining the successes and challenges of BLE. Various variables were also studied due to their probable effect on the blended learning environment. Unfortunately, these variables were found to be not significant in the success and challenges of BLE.

DISCUSSIONS

To promote BLE in teaching and learning for elementary, an action plan was crafted by the researcher which included key areas of concern, specific objectives, activities/strategies, persons involved, time frame, sources of fund and success indicators. Revisiting and intricate revision is recommended for the viability of the said action plan for future academic endeavors. Recommendations to school managers, district supervisors, and teachers were expressed to device a blended learning initiative. This study could give additional inputs considering that BLE is being used more in the education arena and its growing in popularity. Further studies can be conducted related to this area. The results of this endeavor can be used to help students and teachers in other schools who are actively engaged in their academic endeavors.

KEYWORDS: blended learning, success, challenges, Colegio ng Lungsod ng Batangas

SUBMISSION ID: R04A-BATANP-1389

Blended Learning Tool in Teaching Technology and Livelihood Education Exploratory

Joseph Carreon & Crisanta Caudal, Department Of Education

Abstract

INTRODUCTION

Social media, particularly Facebook, has become a popular platform used for teaching-learning and communication nowadays. This study explores the effect of utilizing Facebook as a blended learning tool in teaching Technology and Livelihood Education (TLE) exploratory grade 8. It determines the internet access profile and the level of readiness and attitude of the students in utilizing Facebook as a supplementary instructional platform.

METHODS

This study used the experimental and descriptive method of research involving 30 randomly selected students. The experimental method used a 40-item pretest and posttest for each learning competency administered in the control and experimental group while the descriptive method used a survey questionnaire purposely used to determine the internet access profile and the level of readiness and attitude of the grade 8 students. The lecture videos, enrichment videos, information sheets, self-check, sample project, enrichment activities, oral recitations, and remedial activities are posted on Facebook. The control group is exposed in the traditional instructions.

RESULTS

This study disclosed that there is a significant difference between the performances of the control and experimental group. Hence, there is a significant increase in the mean posttest performance of the experimental group after they engaged in Facebook as a blended learning platform. The findings also revealed that the students who were engaged in using Facebook improved their learning outcomes in the following learning competencies: 1) use and maintenance of kitchen tools and equipment; and 2) history and equipment used in contact center services. Moreover, all of the students have their own Facebook account used in their blended instructions and capable to get connected to the internet using their gadget and equipment.

DISCUSSIONS

Facebook, as a blended learning tool, provides students more engaging and motivating learning approach and favorable learning experience. Regardless of limited internet access to public WIFI, the student's capability of utilizing Facebook as a blended learning tool provides an avenue to learn anytime, anywhere at their own pace. The students show an agreeable attitude and readiness to utilize the blended learning platform. Thus, Facebook is a user-friendly, relevant, accessible and effective blended learning tool which can be done as a supplementary, integrative, and interventional mechanisms in teaching.

KEYWORDS: Social Media, Blended Learning Tool, TLE Exploratory, Internet Access Profile, Readiness, Attitude

SUBMISSION ID: R04A-IMUSC1-0027

**Blended Learning: An Approach to Improve the Academic Performance
in English of the Grade Vi Students in Mendez Crossing Elementary
School**

Maria Fredizhilda S. Javier, Mendez Crossing Elementary School

Abstract

INTRODUCTION

Teaching the 21st-century learners whose gadgets play an important role in their interest is a challenge that classroom teachers face each day. It is imperative to bridge the gap between the learners' learning interest and the traditional classroom instruction to meet the needs of educational transformation and to keep up with the new trends.

METHODS

The primary purpose of this research was to determine if there was a significant difference in a traditional classroom instruction versus the use of Blended Learning approach in the performance level of the Grade VI pupils in English in Mendez Crossing Elementary School. The respondents of the study were 66 pupils or 31% of the 193 enrolled in Grade VI of which the Slovin's formula was used. They were randomly picked and divided into two groups: 33 pupils in the controlled group who had neither smartphone nor internet access and 33 pupils in the experimental group who often had access the internet. The study made use of quantitative research design.

RESULTS

The salient findings of the study showed that Blended Learning approach helped improve the academic performance of the Grade VI pupils. The use of a Blended Learning approach gave a different yet interesting learning experience to the learners. Furthermore, suspended days of classes brought by natural calamities like typhoon and non-stop rain were resolved as pupils and teachers discussed the day's lesson through Blended Learning approach. It was concluded that the use of Blended Learning had a significant difference in the academic performance of the Grade VI pupils since they were able to learn and master the lesson at their own pace.

DISCUSSIONS

The results demonstrated that Blended Learning can be implemented in other learning areas and be endorsed by other schools. E- classrooms should be utilized for blended learning activity with complete Wi-Fi facility and administrators and supervisors be encouraged in designing training or seminar workshop. The output/future direction of the research was intended to solve academic problems in different learning areas and to make up classes through the use of Blended Learning.

KEYWORDS: First grading result, General average, Blended learning

SUBMISSION ID: R04A-CAVITP-0686

Blended Learning: An Approach to Improve the Academic Performance of Grade Seven Learners in Mathematics

Arlene Garcia, Cathrine Joy Ariola, & Edna Ariola

Abstract

INTRODUCTION

Nowadays, students are very engaged in technology that is why blended learning has been modified. When traditional teaching and computer-assisted teaching methods were combined, it may improve students' achievement. It is more effective in terms of improving students' attitudes towards Mathematics thus making them enjoy studying it. It also improves the interaction among peers, and between students and teachers. That is why it is significant in the academic progress of the students and it should be fully implemented in all subject areas.

METHODS

Experimental and Quantitative methods were used in the conduct of the study. The respondents of the study were 60 Grade 7 learners from the two sections handled by the teacher-researchers. These learners were included in below average group of learners based on the analysis of their report card during their primary grade level. They were divided into two groups: 30 learners in the controlled group who has neither smartphone nor internet access and 30 learners in the experimental group who have access to the internet.

RESULTS

The level of performance of students in Mathematics is very low as observed in Pre-test with a mean of 4.00 or 49.93 percent. On the other hand, there is an increase in the academic performance of Grade 7 students in Mathematics upon the implementation of blended learning approach based on the result of post-test with a mean of 11.17 or 80.83 percent. Moreover, there is a significant difference between the academic performance of students in Mathematics with the implementation of pre-test and post-test using a blended learning approach

DISCUSSIONS

The findings show that when traditional teaching was combined with computer-assisted teaching methods, it may improve students' achievement and more effective in terms of improving students' attitudes towards Mathematics. It also improves the interaction among peers and between students and teachers, making it significant in the academic progress of the students. Therefore, there is a significant difference in traditional classroom instruction and the use of blended learning approach in the academic performance of Grade 7 learners in Mathematics.

KEYWORDS: Blended Learning, Academic Performance, Active learning, Didactic Approach

SUBMISSION ID: R04A-BATANP-0159

Blending Constructivism and Collaborative Approaches in Teaching Selected Topics in Basic Calculus

Jaydeen Legaspi, Alangilan Senior High School

Abstract

INTRODUCTION

Creating a collaborative and constructivist classroom can be full of challenges and dilemmas but, somehow, can be a wonderfully rewarding opportunity. The researcher, being the powerful agent for a change, wanted to promote and engage students in group activity and desirable learning experiences to come up with the primary goal of mathematics in education - a community where everyone is welcome to join, participate and grow although it demands responsibility, persistence, and responsibility. The researcher believed that these learning strategies are effective in the teaching-learning of math.

METHODS

An experimental research design, specifically the pre-test and posttest group design, tested the performance of students in knowing the intervention activities that will satisfactorily suffice the learning difficulties. Statistical tools used for the analysis and interpretation of results were frequency, mean, percentage, standard deviation, and t-test.

RESULTS

A variety of collaborative and constructivist approaches such as skill-builder group tasks can be creatively used and applied in the different learning areas in Basic Calculus to enhance the proficiency of students in the subject. Further, these provided opportunities for students to deepen their mathematical understanding and reasoning. Both groups were in a fairly satisfactory level during pre-test then improved to a satisfactory level on their post-test. However, hypothesis testing revealed a significant difference in the performance of students in pre-test and post-test of the controlled and experimental group. Therefore, it appeared that the use of collaborative and constructivist activities made learning better. The proposed intervention activities may be an enriched way of teaching Basic Calculus.

DISCUSSIONS

Students often become motivated to learn when teachers have interaction with them and provide them with an appropriate response. Students working creatively and collaboratively with others to solve selected topics in Basic Calculus further improve the learning process. This activity may often be used by the teachers to catch up with their students easily in the desired topic in the subject. The researchers recommended the teachers to try out the proposed intervention activities to enhance students' learning in Basic Calculus. Furthermore, they should use collaborative and constructivist approaches in teaching. Lastly, a similar study may be conducted to validate the findings of this study.

KEYWORDS: constructivism, collaborative, intervention activities

SUBMISSION ID: R04A-BATANC-0034

Bmi Ko, Itama Mo

Mylene Rodriguez, Lourdes M. De Borja, Allan M. Ibay, & Olivia O. Ibanez

Abstract

INTRODUCTION

Helping the severely wasted pupils is one of the Priority Improvement Areas in the Annual Implementation Plan of Carsadang Bago Elementary School. Every year, the school allocates funds for the undernourished learners believing that learners with healthy and normal status are also having great minds. Learning becomes easy if the learners are being fed by nutritious food. The school is not only centered by the cognitive aspects of the learners but also in their health. We believe in the old saying that "health is wealth". The School Baseline Nutritional Status Report for SY 2016-2017 shows that there are 7 severely wasted pupils and 24 wasted pupils or 4% undernourished learners out of 689 pupils. The school wanted to identify the real beneficiaries of the SBFP through accurate measurement of pupils' height and weight.

METHODS

Interview, Questionnaire, and Observation were conducted to validate the data presented and analyzed.

RESULTS

Based on the data gathered, the study found out that there were some pupils whose weight and height from the Baseline Report have discrepancies compared to the result using the standardized weighing scale. In using the bathroom weighing scale, the data and results were inaccurate. It can be inferred that the use of bathroom weighing scale causes inaccuracy of data and report. It is recommended that intense training for every Clinic and BMI coordinators and teachers should be conducted to enhance the knowledge in measuring the height and weight of the pupils. Results of the study revealed that the use of standardized weighing scale provides accurate data and helps in determining the right SBFP beneficiaries.

DISCUSSIONS

The BMI Coordinator and Clinic Teacher should undergo intensive training in accomplishing nutritional status report form. BMI Orientation should be conducted by BMI Coordinator and Clinic Teacher to the advisers. The school should provide a standardized weighing scale. Height and weight measurement should be done by the Clinic Teacher and adviser. Validation of Nutritional Status Report by the Clinic Teacher should be done to identify the real SBFP beneficiaries. They must continue the BMI Orientation before accomplishing Baseline Nutritional Status Report, monitor the utilization of the standardized weighing scale, and validate the Nutritional Status Report to identify the real SBFP beneficiaries.

KEYWORDS: BMI, undernourished, wasted, severely wasted, baseline, end line

SUBMISSION ID: R04A-IMUSC1-0101

**Body Image Perception and its Relation to Self-Esteem among Students
of E.T.T.M.N.H.S S.Y. 2018-2019**

Jonalyn Francisco, Department of Education Ettmnhs

Abstract

INTRODUCTION

Physical appearance is one of the characteristics noticed by others and has an important impact on social interaction. The study showed body image is a major factor why some women/men have poor self-esteem (Popkins, 2001). If you have a poor body image, it means you will link with other concern of childhood, such as low self-esteem, depression, and an eating disorder. In this study, the researcher wants to determine the perception of body image and its relation to self-esteem. As of now, there is a limited study about the correlation of body image and self-esteem in the public schools of the Philippines.

METHODS

To determine the student's perception about the body image and its relation to self-esteem, this descriptive research made use of the Body Image Questionnaire and Self-Esteem Questionnaire to test their perception. The respondents are fifty-six (56) Grade 11 selected via stratified sampling.

RESULTS

According to the result of the data, the correlation between body image and self-esteem is 0.17963. It means there has a little correlation about body image and self-esteem. The SD for body image is 0.20 and for self-esteem is also 0.20.

DISCUSSIONS

The result from the Body Image Questionnaire and Self-Esteem Questionnaire revealed that there is a little correlation about body image and self-esteem. That means the majority of the respondent's self-esteem was not affected by their physical appearance. However, only a minority of the respondents' self-esteem was affected because of their physical appearance.

KEYWORDS: physical appearance, body image, and self-esteem

SUBMISSION ID: R04A-CAVTP-1079

Body Image Perception and its Relationship to Self-Esteem among the Students of ETTMNHS

Jonalyn Francisco, Eas Angelo A. Reveral, & Martin Joseph A. Santera,
Department of Education ETTMNHS

Abstract

INTRODUCTION

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KEYWORDS: physical appearance, body image, and self-esteem

SUBMISSION ID: R04A-CAVITP-1593

**Bonce - Bridge on National Certificate: Empowering G10 Tle-Cookery
Students of Geanhs-Bailen Leading to National Certificate II**

Jenny Rose Mojica, Mayeth P. Malimban, Genalyn B. Yongis, & Mary Jane B.
Quiambao

Abstract

INTRODUCTION

The Department of Education has formed a Technical Vocational unit in the Bureau of Secondary Education. Technology and Livelihood Education subjects in junior high school follow the rules of TESDA. Our school offers two courses that students can choose from in 9th grade and pursue in 10th grade: Information Communication and Technology and the Cookery. This allows the student to get at least a National Certificate Level I or II based on the TLE course chosen. The main purpose of this research is to empower the level of interest of Grade 10 Cookery students leading to get a National Certification II.

METHODS

The researchers used quantitative method to evaluate the level of satisfaction and the level of understanding of the students to the core competencies in cooking that was needed for the assessment of National Certificate II, reflecting the figures from the survey. The survey was created by the researchers. Purposive sampling technique was used in the selection of the participants. Institutional assessment by the researchers was used in conducting the intervention.

RESULTS

The following are evident: 1) the data gathered showed most of the respondents were extremely satisfied with their level of understanding of the competencies in cooking needed for the assessment of NC II, 2) it was found that more than half of the respondents were extremely satisfied with different activities and strategies conducted with regards to the core competencies in cooking, and 3) most of the students of G10 Cookery have high interest in getting the assessment of NC II

DISCUSSIONS

Institutional Assessment is most likely practice to National Certification. It is the actual performance of the learners, applying their knowledge and skills in their specialization in TLE. Conducting a Seminar for Grade 10 students to empower and knowing the importance of National Certification for a better future is necessary. In this program, students will appreciate the National Certificate through the messages and lectures of the speaker. Here, they will discuss the uses of the certificate, especially in competitive entrepreneurship not only in the Philippines but also in other countries. This program includes orientation about the importance of National Certificate II, organizing seminars and workshops through video presentations and inviting resource speakers and conducting an institutional assessment for Grade 10 TLE-Cookery students to make them knowledgeable and skilled in acquiring the National Certificate II.

KEYWORDS: Cookery, core competencies, National Certificate II

SUBMISSION ID: R04A-CAVTP-0296

Boosting Conceptual Understanding in Science Via Spaced Learning

Benilar Joy Sarinas & Marilyn R. Tulay, Palico Elementary School

Abstract

INTRODUCTION

The poor quality of basic science education is reflected in terms of the National Achievement Test (NAT) result. According to Philippine Basic Education (2013), in the school year 2011-2012, the national performance of grade 6 students in science is 66.11 %. From the result, it is far behind the national target of 75%. Furthermore, the most recent school-based Science NAT result in the Palico Elementary School where the researchers are currently affiliated also proved the low performance in elementary Science. In SY 2013-2014, Science NAT result yield a mean result 15.73, standard deviation (SD) of 6.00 and mean percentage score (MPS) of 43.00. And in SY 2014-2015, Science NAT result has 14.09 mean, 5.07 SD and 35.23 MPS. Instead of increasing, the data attested that Science performance was decreasing and it is far behind the national target of 75%.

METHODS

A quasi-experimental pretest-posttest design was used. Andale (2015) defined pretest-posttest design as a quasi-experimental design wherein the measurements are taken both before and after treatment. This design helped the researchers see the effects of spaced learning as a treatment in the experimental group.

RESULTS

Based on the summary of the findings presents, the following conclusions were generated: The subjects have equal footing in terms of their pre-test before the experimentation. The SL group score gained a higher mean score than the NSL group thus concluding that the Spaced Learning method boosted the conceptual understanding of grade 5 pupils in Science. The used of Spaced Learning Method as a teaching pedagogy significantly boost the conceptual understanding of grade 5 pupils in science, specifically in topics about the human reproductive system

DISCUSSIONS

The main thrust of this study was to determine the effectiveness of spaced learning in boosting the conceptual understanding of grade five pupils in Palico Elementary School, Academic Year 2017-2018.

KEYWORDS: Spaced Learning, Non-Spaced Learning, Conceptual Understanding

SUBMISSION ID: R04A-IMUSC1-0095

Box of Knowledge: Reading Intervention Material for Grade One Struggling Readers of Dayapan Elementary School

Maria Lumbres & Marilene N. Ubarre, Department Of Education

Abstract

INTRODUCTION

Learning to read is the fundamental factor in developing the minds of the learners. It is a vital skill that should be established and settled to function in today's society. Recognizing the letters and their sounds is the first step to learn and understand the written words that will help the mind of the child grow in their ability and language skills. This skill and ability start in Grade One. Box of knowledge: Reading Intervention Material for Grade One Struggling Readers of Dayapan Elementary School was created to lessen the number of pupils in grade one who are identified with reading difficulty.

METHODS

The action research was conducted to Struggling Grade One Pupils of Dayapan Elementary School SY 2017 - 2018. Evaluation Sheets was utilized to gather the data. The administration involves the description of tabulated data, their analysis, and interpretation to reflect the attainability and effectivity of the intervention program for the struggling readers in grade one.

RESULTS

The research showed that the Reading Intervention Materials used and the activities provided in every level helped the struggling grade one reader to develop their letter/sound recognition, word recognition, and reading phrases and sentences. There was no identified non-reader in grade one SY 2017-2018.

DISCUSSIONS

Based on the findings, struggling readers in grade one who has been remediated with Box of Knowledge as an intervention material developed and improved their reading skill. There are different levels in reading materials and activity sheets included in the Box of Knowledge. Letter and Sound Recognition is the first level. The second level is Reading Syllables in which all syllables with the same vowel are ring bound. The third level is the Reading CVC Pattern. This level is subdivided by medial sound. The next level is Reading Phrase followed by Reading Sentences The last level is Reading Short Stories. In every level, evaluation sheet is provided in order to determine if the learner is ready to move on to the next level.

KEYWORDS: intervention, struggling, learners, readers

SUBMISSION ID: R04A-TANAUA-0215

Brain Train Center

Rhea Dimapilis, Researcher

Abstract

INTRODUCTION

In line with the project of the Department of Education, reading must focus on all institutions nationwide. In Ulango Integrated School, based on the PHIL-IRI result, reading must also be given time and focus. The problem is, we do not have a library. Our institution thought of alternative center of information which is the Brain Train Center. It can be seen at the school's kiosk. This ancillary station has read books and a wall of information. This can help to solve the problem of the students as well as the institution.

METHODS

The institution provided all the materials to construct this center. Reading books, tarpaulins with basic information by subject, and murals can be seen in this station. The reading teachers also formulated their schedules for utilizing the said center. Every vacant time, the students also spent their time reading books in the said center.

RESULTS

Results must be shown by the post-PHIL-IRI result of the students. The Brain Train Center also provided a reading environment in our institution.

DISCUSSIONS

Brain Train Center is an alternative center of information. It helps a lot of students, especially those who have reading problems. It also serves as the method to decrease the number of known slow readers in our institution.

KEYWORDS: PHIL-IRI, BRAIN TRAIN, READING

SUBMISSION ID: R04A-TANAUA-0096

Brain-based Learning and Reading Outcome of the Grade 3 SPED GT Learners

Elisa Marcelino, Department of Education

Abstract

INTRODUCTION

Intervention, programs, and special activities must be conducted in every classroom to cater to the specific needs of pupils. In the case of the Grade Three SPED Gifted and Talented (GT) class of Diffun Central School, a good reading habit has been a problem to them. Based on the results of their Oral and Silent Reading Test in English on the 1st week of June 2016, it showed that 66.66% of the class were under frustration level. However, most of the learners are fond of acting, doing caricatures, some inclined to singing, and still others to writing. Some may like working on puzzles and others do monologue. In short, they possess multiple intelligences which have a big role in learning.

METHODS

The study utilized the one-shot experimental-research design using pretest and posttest wherein statistical tools used in the analysis of data were Mean and standard deviation, Paired Samples t-Test and Eta-squared. Mean and the standard deviation was used in describing the pretest and posttest scores of the students while Paired Samples t-Test was utilized to determine the significant difference in the scores of respondents before and after the implementation of Brain-based Learning. Eta-squared was computed to measure the effect of Brain-based Learning to the reading skills of the respondents and its effects on reading the outcome of the Grade III SPED GT learners.

RESULTS

The performance of the learners before the implementation of Brain-based Learning was poor. The pupils' reading comprehension improved significantly to highly developed when Brain-based Learning was introduced. There was a significant difference in the scores of the respondents before and after the implementation of Brain-based Learning. The effect of Brain-based Learning to the respondents in developing their reading comprehension was large.

DISCUSSIONS

Results imply that teachers need to enhance his classroom/ learning environment, prepare themselves and learners more effectively for learning events, and create a workshop that will not only meet but exceed the learners' needs and expectations every time. They must create an environment that is a brain-friendly and learner-centered environment that will make learners sit up, pay attention, and become actively involved in their own learning while taking ownership and responsibility for their learning outcomes. Furthermore, results call for tutorials as an intervention to improve the learning and reading of the SPED class.

KEYWORDS: Brain-based Learning, Multiple Intelligences, Reading Outcome

SUBMISSION ID: R002-QUIRIN-0029

Breaking Teachers Negative Perspective Towards Teaching Pupils with Specific Learning Disabilities

Ryzza Lyn Flores, Department of Education Rizal/Sto. Niño Elementary School/Teacher I

Abstract

INTRODUCTION

In emerging countries such as the Philippines, the course of crafting an Inclusive Education system is challenging. Issues such as funding, support in the administrative and policy level, and well-trained teachers/personnel stand major challenges holding back the development. Key factors influencing the success of Inclusive Education include awareness among teachers. Thus, the action research seeks to identify the different perspectives of selected teachers towards teaching pupils with Specific Learning Disabilities in an Inclusive Education.

METHODS

A Qualitative approach was used to examine and assess teachers' knowledge on Inclusive Education, awareness of different learning disabilities, their perspectives in term of handling and teaching them and their perceptions in handling pupils with "red flag" SLDs. An oral interview was conducted to selected teachers in Sto. Niño Elementary School in San Mateo, Rizal. In an effort to mark the profile of the teachers involved in the study, the researcher gathered the information through an oral interview and asked about their age, gender, grade level, educational background, years of work experience, and their knowledge on Inclusive Education as well as Specific Learning Disabilities.

RESULTS

The result of the said interview showed that 15 out of 15 or 100% of the teachers said that they did not have any idea or knowledge about Inclusive Education, showing their lack of awareness on Inclusive Education. 14 out of 15 or 93.33% of the teachers have experienced handling pupils that present behavioral difficulties, difficulty in understanding a certain lesson, and pupils that are diagnosed with ASD and Speech Delay.

DISCUSSIONS

All the interviewed teachers said that it is OK for them to handle such pupils but there is always a "PERO" which leads to lack of information pertaining to Inclusive Education as well as training on how to Handle Pupils with Specific Learning Disabilities - main reasons why teachers have negative perceptions regarding teaching pupils with such disabilities. Scheduled one-on-one/group coaching was also given to selected teachers to address the problems presented. A Seminar-Workshop to all teachers on Inclusive Education as well as on Different Disabilities was provided for the teachers to make them fully equipped in handling all pupils in their classroom

KEYWORDS: Inclusive Education, "red flags", Specific Learning Disabilities, ASD, Speech Delay, coaching

SUBMISSION ID: R04A-RIZALP-0123

Bridging the English Vocabulary Gap of Grade 8 - Generosity Students through Word - in a - Box Strategy

Sharon Gonzales & Judith Talag, Department of Education - Masaya INHS

Abstract

INTRODUCTION

The Masaya Integrated National High School is a secondary public school in a second-class municipality in the Philippines. The 2016-2017 Philippine Informal Reading Inventory (PHIL-IRI) pre-test results revealed that 50% of the total enrolled students have low reading skills which were co-related to poor English vocabulary skills. This is despite having English as one of the core subjects in the Philippine Education system. The study explored how incorporating new learning strategies, such as the "Word-in-a-Box", into regular teaching method could help improve students' English competencies and assessed how other factors could affect students' learning performance.

METHODS

A need-based assessment was conducted to determine students' learning gap. Based on the results of the assessment, an implementation strategy was formulated with activities collaboratively done by the English teachers and students. The study pilot-tested 50 students from the Grade 8 Generosity Section and the program was implemented during the 1st grading period. To establish a change in students' performance, pre-test and post-test questionnaires were administered. Every morning from Monday to Friday, 10 minutes were devoted for the "Word-in-a-Box" activity where a "word" card with meaning, including its antonyms, synonyms, and sample sentence, is used for discussion.

RESULTS

After three months of implementing the "Word-in-a-Box" intervention, the results of the study showed a positive relationship between the introduction of learning strategy and the students' performance. Comparing the results of pre-test and post-test, it showed a significant change in the students' scores. Students' mean score has doubled, implying an improvement in learning and increased performance in vocabulary development. The students' score sheets showed that most of the students are consistently perfect in the review tests. There was also an increased level of interaction between teacher and students and increased level of participation among students during sessions. The study also showed that students' school performance and attendance are affected by other external factors such as financial problems, family issues, and bad weather.

DISCUSSIONS

Introducing creative and engaging learning strategies and tools, such as "Word-in-a-Box", help improve students' learning absorption. With increased vocabulary, students perform better in class and participate more during discussions. The school continues to implement it and other complementary activities to sustain students' learning and consider expanding the implementation to other levels and sections to improve the school's overall standing on PHIL-IRI.

KEYWORDS: Word-in-a-Box, vocabulary skills, learning strategies

SUBMISSION ID: R04A-LAGUNA-0333

Bridging the Gap Towards Students' Betterment

Venice Pagaspas, Teacher

Abstract

INTRODUCTION

This study is concerned with the environmental factors that served as a gap towards students' better performance in school. Poor academic performance has been a perennial problem confronting the members of the academe—teachers, administrator, and students themselves. There are factors in school and at home that the researcher believes to be strong determinants in students' performance. There are students who are academically challenged and low in academic performance despite the remediation activities given by the teachers. Some of the students really find it hard to get good grades. The researcher recognizes and holds on the foregoing concepts that made her interested in bridging the gap towards students' betterment in terms of getting poor performance in school.

METHODS

The descriptive research design was used in this study with 100 grade 12 senior high school students of Tanauan City Integrated High School as respondents. In addition, a semi-structured interview was employed containing both structured and unstructured interviews. The interviewer prepared a set of similar questions to be answered by all interviewees. At the same time, additional questions were asked during interviews to clarify and/or further expand certain issues.

RESULTS

The following significant findings were presented to enlighten the readers' minds: The home environment composed of the family's economic status, parents' educational attainment, parents' occupation, family members, and location of the house from school were varied and played an important role in the performance of the students in school. It showed that the students' perception of a teacher-related factor in terms of teaching strategy, personality traits, and teaching skills were "very good". About the student-related factor, it showed that the students themselves had failed in performing their tasks as students in achieving good academic performance in terms of interest and study habits. In terms of facilities in the school, the students were not really satisfied with its condition and functionality. The mean average of the respondents in their grades in the first grading significantly differed.

DISCUSSIONS

This means that the home and school environment are factors that affect the performance of the students in school. Based on the result, an action plan is proposed and to be implemented in the school to address all the concerns and needs of the students based on the study conducted.

KEYWORDS: Factors Affecting Students' Performance in School

SUBMISSION ID: R04A-TANAUA-0069

Bridging the Needs in Mathematical Skills of Selected Non-Numerate and Low Numerate Grade 7 Students through Basic Skill Worksheets

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Abstract

INTRODUCTION

Since Department of Education mandates that students' needs must be prioritized and should be put into action, proper intervention materials must be invented to equip the students with knowledge that can be used in honing their abilities. Interventions could be in the form of learning materials, instructional materials, equipment, facilities, strategies in teaching, modality in teaching, program, etc. Though a worksheet has already been proven many times to be effective in different schools and in different areas, Southville 1 INHS students have not yet been exposed to this kind of learning strategy even during their elementary grades. Worksheets also address different problems. In this study, it may address the lack of mastery on the four basic operations in Mathematics of grade 7 students.

METHODS

The study will use Pre-Experimental Design. Pre-experimental designs follow basic experimental steps but fail to include a control group. The study utilized 1 group of respondents. This group comprises 72 non-numerate and 32 low numerate grade 7 students coming from 5 heterogeneous sections of Southville 1 Integrated National High School. The respondents of this study were selected based on the numeracy level test given to them at the beginning of the school year. Mean will be used to describe the pre-test, formative, a summative and post-test score of the respondents. Mean difference will be used to determine if there is a difference between the mean of the pre-test and post-test. Paired T-test will be used to determine if there exists a significant difference between the pre-test and post-test of the respondents.

RESULTS

After the pre-test, formative test, summative test, and post-test were given to the non-numerate and low numerate grade 7 students, there were still non-numerate and low numerate grade 7 students. From the 104 students, there are still 22 students who are non-numerate and 17 students are still low numerate.

DISCUSSIONS

Based on the result of the study, the researcher bridged the non-numerate and low numerate students through basic skill worksheets to aid their needs. The result says that there is a need for the student to have a mastery of the basic skills in mathematics and a worksheet made by the researcher helped to address their needs.

KEYWORDS: needs, mathematical skills, non-numerate, low numerate, Grade 7, basic skill worksheets

SUBMISSION ID: R04A-CABUYA-0077

Brigada Eskwela Program and Continuous Development Plan of Public High Schools in Sdo Quirino

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Ceso VI, Department Of Education-Quirino

Abstract

INTRODUCTION

The Brigada Eskwela program, important advocacy to engage various stakeholders to give their full support in various schools, has become a mechanism to fill the resource gaps and improve higher performance indicators. In the lens of SDO-Quirine, the Brigada Eskwela has become a common instrument to nurture school partnerships. Bottlenecks and challenges on its implementation are identified. To address these problems, different strategies are integrated to gauge its effectiveness to better serve the schools. This research provides data to top management for sound decision-making and localized policy formulation to recalibrate the Brigada Eskwela implementation in the context of SDO-Quirine.

METHODS

The descriptive research method was used. Thirty-three public secondary schools were the respondents and they answered a structured questionnaire. On-site monitoring and evaluation were also conducted to describe the extent of implementation of Brigada Eskwela in select schools.

RESULTS

In the implementation of the Brigada Eskwela, results revealed that its level of effectiveness was effective. Along with resource mobilization, there was a serious problem encountered having limited partners in various levels of governance. Partnerships and linkages were apparent as all stakeholders were fully involved in the many activities along with this program. It was found out that schools had opportunities to generate resources from various stakeholders. As to the involvement of volunteers, technically skilled individuals were needed. However, full participation of stakeholders was evident as they supported and involved themselves.

DISCUSSIONS

Based on the results, it can be gleaned further that the need to calibrate the local policies and re-engineer strategies to continuously respond to the challenges of basic education is addressed to all levels of governance. Innovations or initiatives may be on hand but if there are no technical assistance, monitoring, and evaluation, then the Brigada Eskwela program will not achieve better results. Further, regional or central offices in Department of Education must have a paramount concern to provide schools partners or stakeholders with global connections and clout. Their influence and capability shall help the schools needing various resources.

KEYWORDS: implementation, involvement, partnerships

SUBMISSION ID: R002-QUIRIN-0124

Brigada Eskwela Program Implementation in the Division of Sorsogon City: Basis for Proposed School Educational Resources Plan

Shirley E. Legaspi, Department Of Education

Abstract

INTRODUCTION

The provision of RA 9155 cites the vital role of every school in sustaining pre-eminent services in achieving basic quality education. In addition, this endeavor can highly improve resource generation and stakeholders' participation in Brigada Eskwela. It highlights the value of engaging stakeholders from the community and the private sector to be active partners in improving the schools. With this effort, the Division of Sorsogon City generated the total amount of 76,582,943.21 and around 162,002 volunteers during the 2018 Brigada Eskwela Program implementation.

METHODS

This paper used descriptive-evaluation research derived from the following methods of data collection: observations, interview, validation and analysis of the data accomplished from Brigada Eskwela form. The form was accomplished by 84 schools in the Division of Sorsogon City, with a focus on their individual and collective initiatives on addressing Brigada Eskwela program implementation.

RESULTS

The effect of the implementation of 2018 Brigada Eskwela Program in the Division of Sorsogon City led up of the following analyses: 1. The common practice conducted by every school to implement Brigada Eskwela in their advocacy campaign was conducted through meetings, distributing flyers in any area in the barangay, and posting information in the school bulletin board. 2. With the enormous efforts conducted in the implementation of 2018 Brigada Eskwela, almost 51.07% increase was generated along with school infrastructure and 42.36% increase in the stakeholder's participation. 3. Majority of the schools indicated the insufficiency of resources to fully implement activities under the Brigada Eskwela program. Other problems include lack of funds, insufficient construction materials, and low parents' participation. 4. The Brigada Eskwela program can be implemented effectively by encouraging wide participation of manpower in the community and requesting financial assistance to the local government unit and other community organization.

DISCUSSIONS

The Brigada Eskwela has been an avenue for the stakeholders to continuously support the schools and feel the spirit of ownership for the institution. Although the program showed success in institutionalizing community involvement, this, however, faces various challenges that must be addressed by the schools and the Department.

KEYWORDS:stakeholders, brigade eskwela, school - community partnership

SUBMISSION ID: R005-SORSOC-0009

Brine Shrimp Lethality Assay (Bsla) of the Aqueous Extract of Melothria Pendula Found in Rosario, Cavite

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(Adviser: Grace Desca)

Abstract

INTRODUCTION

Creeping Cucumber (Melothria Pendula) is one of the traditional herbal medicine that definitely contains toxic properties. According to Lira et al. (1998), it contains 12.6% protein, 16.30% of fiber, and lastly 56.8% of carbohydrates. It is said to be good in ruminants. In addition, chemical bromatologic said that Melothria Pendula carries out water and protein, has a pleasantly sweet flavor, and, most importantly, it can be an additional nutria alternative.

METHODS

The researchers used the Brine Shrimp Lethality Assay (BSLA) to determine the cytotoxic effects of Melothria Pendula extract. Plant extract was impregnated with 5 levels of concentration - 0ppm, 250ppm, 500ppm, 750ppm, 1000ppm. The researchers counted the number of surviving shrimps and recorded after 24 hours.

RESULTS

Through the Brine Shrimp Lethality Assay (BSLA) of the Aqueous Extract of Melothria Pendula found in Rosario, Cavite, the researchers finally identified that Melothria Pendula is a toxic plant. Furthermore, the researchers concluded that it has a significant effect on the determination of the cytotoxic effects of the Melothria Pendula extract.

DISCUSSIONS

Through the Brine Shrimp Lethality Assay (BSLA) of the Aqueous Extract of Melothria Pendula found in Rosario, Cavite, the researchers finally identified that Melothria Pendula is a toxic plant. Furthermore, the researchers concluded that it has a significant effect on the determination of the cytotoxic effects of the Melothria Pendula extract.

KEYWORDS: Brine Shrimp, Creeping Cucumber, Brine Shrimp Lethality Assay, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-1102

Bring Home Oral Material Activity (Bhoma): An Intervention on Phonemic Awareness

Analyn Suarez - Teacher

Abstract

INTRODUCTION

Developing strong reading skills in learners is one of the key goals of every early education program because, through reading, learners can expand their vocabulary and learn about the word (Cicerchia, 2016). Phonemic awareness is literally sound awareness. It is primarily an auditory skill of distinguishing and recognizing the sound structure of language (National Reading Panel, 2000). Stokes (2015) stressed that Phonemic awareness of preschooler's children is the single best predictor of their future reading ability.

METHODS

This research made use of quantitative approach through quasi-experimental pre-test-post-test control group design method to determine the effectiveness of BHOMA in teaching Phonemic Awareness among Kindergarten learners. The subjects of this study were the 38 Kindergarten pupils enrolled at Kinabigtasan Elementary School for the school year 2018-2019. To gather the data, the researcher formulated and administered test questionnaires to the subjects for the control group and the experimental group. The questionnaires were checked by the Master Teacher of Kinabigtasan Elementary School. The questionnaire focused on the second grading letter cluster target. The test was in multiple choice and there were items that need to be orally sounded to cover the area of sound and word discrimination, rhyming, blending, and segmentation.

RESULTS

The results reveal that the experimental group gained high scores in the pre-test and post-test compared to the control group. Findings also show a lower value of the standard deviation in the experimental group and a high standard deviation in the control group.

There is a significant difference in the mean percentage score of the pupils in the pre-test and post-test based on experimental and control group.

DISCUSSIONS

The relationship between phonemic awareness instruction and stronger reading and spelling abilities has been well established; however, most earlier studies of phonemic awareness have utilized educators or trained researchers as the primary instructors (Hanzl, 2014). To address this gap, the researcher used parental involvement in the teaching of phonemic awareness. This is based on the premise that parental involvement in children's learning can critically enhance their performance as supported in a variety of research contexts (Christian and Morrison 2007).

KEYWORDS: BHOMA

SUBMISSION ID: R013-SURSUR-0261

Broken Family: A Challenge to Raise the Academic and Behavioral Performance of Pupils

Glenda Semira - Teacher III

Abstract

INTRODUCTION

This research purposely attempts to develop a strategic intervention to help pupils in a broken home cope with the situation and achieve more in school. This also presents the different effects of broken family relationships on a pupil's academic and behavioral performance. The researchers chose to undertake this particular research topic after observing that almost all of the grade levels in Balanga Elementary School for the school year 2017-2018 has had a learner in the same family situation. Prior to that, the information mentioned that these pupils acted differently and performed lowly than the previous years that they are in the school.

METHODS

Five advisers were the participants in a focus group discussion which revolved around the problems they encountered with their pupils from a broken family and its relation to their performance in studies.

RESULTS

The research findings indicate that a broken family has a great impact on the pupil's education or academic standing, behavior, social skills, and physical well-being. This may stem from a number of factors, including instability in the home environment, inadequate financial resources, and inconsistent routines (Green, 2017). Absenteeism, lack of interest and focus in class activities, disconnect from friends, unfinished assignments and projects, and lack of school materials/snacks or food were the problems encountered.

DISCUSSIONS

The Heart strategy is pupil-teacher counseling; the Home strategy is a home visitation process, and The Gift strategy is skill strengthening method - these were the interventions made by the participants of this study to help raise the academic and behavioral performance of the concerned pupils.

KEYWORDS: a broken family, challenge, raise, academic, behavioral performance

SUBMISSION ID: R04A-BATANP-2118

Broken Home: Implications on the Psychological, Emotional and Social Spheres of Select Intermediate Pupils in Bawi Elementary School

Marichu Lalusin, Bawi Elementary School

Abstract

INTRODUCTION

High parental involvement, including the active interest in children's homework, school activities, emotional well-being, and future aspirations, may lead to children's positive attitude toward school and better career decision making. Based on the Pupils' Personal Inventory Sheets, there is a number of pupils from the Intermediate level in Bawi ES who belong to broken families. This poses a big challenge to teachers in BES since numerous studies revealed that children who belong to broken homes or families are prone to various behavioral problems. With this regard, this action research is designed to address the problems brought by a broken family/ home.

METHODS

Since the pupils themselves are the direct clientele for the intervention program, they are the target of the study; hence, purposive sampling is deemed necessary. Only 24 pupils from the intermediate level approved with their parent's/ guardian's consent responded to a set of three-part questionnaires. Descriptive method is the procedure employed in studies with a chief purpose of describing phenomena to ascertain their values and significance. The data collected went through quantitative-qualitative analysis and enabled the researchers to identify problems encountered by students with a broken family.

RESULTS

Data from this study shows the problems encountered by children whose parents are separated. Developmental stages of the respondents are hampered due to the trauma brought by the separation. As answered by pupils through the questionnaire, the top two problems are getting into fights and arguments (67%) and failure to discuss problems with other family members due to mistrust (46%). Gaining self-confidence and self-retrospect, which has a weighted mean of 3.33, marked the highest percentage among the indicators for effects of broken homes on the psychological sphere of pupils. The data also clearly reveals that most of the children who belonged to broken homes are afraid of losing another loved one.

DISCUSSIONS

The results demonstrated that children from broken homes are twice as likely to develop serious behavioral problems. Promoting intervention programs and assessment strategies that focus on the inter-parental relationship may, therefore, pay significant dividends in rectifying the negative consequences of family stress, family conflict, and family breakdown on children.

KEYWORDS: broken home, self-retrospect, inter-parental relationship

SUBMISSION ID: R04A-BATANP-0393

Bses Gems and Treasures: Continuous Improvement Projects in Reading & Comprehension

Josephine Arquiza, Department Of Education

Abstract

INTRODUCTION

The school's result of the National Achievement Test for SY 2014-2015 depicted 47.49% MPS. This is 27.51% below the set standard of 75%. The alarming situation was brainstormed to see its root causes, which all led to poor reading comprehension. Hence in 2016, different reading projects were formulated and considered as gems, representing the true wealth that can be imparted to school children. And that, once reading comprehension is developed, learners will possess treasures that can never be taken nor lost.

METHODS

Continuous Improvement Methodology was employed. In the CI method, the problem was continually assessed, analyzed, and acted on the performance improvement of key processes focusing on both the needs of the learners and the desired reading performance. These Assess-Analyze-Act Phases have 10 steps which were sequentially conducted.

RESULTS

Seven reading projects were conceptualized to form BSES GEMS and TREASURES: Projects BERYL (Kinder- Gr1), JASPER (Gr2), EMERALD (Gr3), GARNET (Gr4), JADE (Gr5), DIAMOND (Gr6), PEARL (PTA). The results exposed that the MPS in reading words for Grade 1 increased by 1.71, in reading phrases by 4, and in reading sentences by 1.78. Likewise, MPS in English III-VI have increased from 36.89% to 58.56%. Frustration readers in the Phil-IRI Post Test decreased by 3%. BSES GEMS and TREASURES resulted in more pupils engaged in reading selections and short stories and more parents took active participation in the studies of their children.

DISCUSSIONS

The different reading materials addressed specific needs in each grade level. Collaboration with the parents is vital in strengthening the links between educators and parents in achieving the common goals of the school and in increasing the pupils' academic performance.

KEYWORDS: reading, comprehension, continuous improvement

SUBMISSION ID: R04A-QUEZON-0146

**Bucc- a Tool to Enhance the Performance Level in Problem Solving in
Grade II Pupils of Tiyani Elementary School, Calamba City, Second
Semester School Year 2015-2016**

Maribel Dayson, Tiyani Elementary School

Abstract

INTRODUCTION

This action research project was conducted to improve mathematical skills/level especially in solving word problem of Grade II pupils of Tiyani Elementary School, Calamba East District, Division of Calamba City. The researcher intends to improve the mathematical skills by using the BUCC. BUCC is a tool in which B stands for Box the question in the problem, U is for underline the given, C stands for circle the word clue, and another C stands for writing and encircling the complete answer. The researcher believed that knowledgeable pupils in problem-solving will help them develop self-confidence and will carry out good and wise decision making.

METHODS

The researcher used a descriptive research design. The choice of this method was deemed appropriate since the study aims to determine the effects of BUCC tool on the Grade II pupils of Tiyani Elementary School. This strategy was modeled through utilizing PowerPoint presentation and chalk and board discussion. It was followed by the pupils' use of the strategies through the whole class, small group, pair-shared and independent practice. The pre-Experimental One-shot case method of research was also utilized in which the treatment was the instruction of the BUCC tool/intervention. Documentary analysis was also employed since the results of the school's diagnostics test and the BUCC strategies were used as the source of data.

RESULTS

The researcher gathered information prior to implementing the BUCC-strategy intervention. The data was presented in the form of tables using: Mean, Standard Deviation, Mean Percentage Score (MPS), Frequency and Percentage. The diagnostic test and pre-assessment given to the grade II pupils identified that 37 out of 45 pupils fall under low performing level. The information gathered by the researcher after the intervention has been practiced showed improvement with the grade II pupils. The post-intervention scores for BUCC tool results showed a significant increase in pupils' knowledge of mathematics and problem-solving skills. The post-intervention scores indicate only 3 of the 45 of the grade II pupils remained struggling in mathematical skills and with difficulty on problem-solving.

DISCUSSIONS

The results of the research can help and inspire teachers to facilitate their teaching to all children for meaningful information and in making decisions for planning appropriate school-based teaching and learning that will lead to lasting and significant improvement in pupils academic and reading performance as well.

KEYWORDS: BUCC, Tool, Level of performance

SUBMISSION ID: R04A-CALAMB-0139

Buddy-Buddy Activity in Learning Arithmetic: An Intensive Remedial Instruction in Enhancing Mathematics Skills of Grade Six Pupils of Lecheria Elementary School

Jonalyn Balaan, Department Of Education- Calamba City

Abstract

INTRODUCTION

The study determined the effectiveness of Program BALA (Buddy-Buddy Activity Learning Mathematics) as remedial instruction in enhancing Mathematics skills of grade six pupils and the problems met by the teacher in its implementation at Lecheria Elementary School. This served as a basis for an action plan that would improve the numeric skills of pupils to increase the academic performance of the school in Mathematics.

METHODS

This experimental research utilized the periodical tests as the primary source of data. Worksheets were given to each pair to enhance their numeric skills during remedial instruction. The subjects of the study were thirty-eight (38) pupils, composed of nineteen boys and nineteen girls who belong to the lowest section, and one (1) Mathematics teacher who is the Mathematics Coordinator of the school.

RESULTS

Based on the assessment, Program BALA has a significant effect on the performance level of the pupils on their fourth periodic test. This means that Program BALA (Buddy-Buddy Activity Learning Arithmetic) was an effective tool for remedial instruction in enhancing Mathematics skills of the learners. Absenteeism of the mentees or the mentor and conducting school programs were the very minimal problems met in implementing Program BALA.

DISCUSSIONS

Based on the findings and conclusions, the following recommendations are given: a sustainability remedial program using Program BALA as a learning strategy should be established to maximize the academic skills of the pupils.

KEYWORDS: Program BALA; Action Plan, Numeric Skills, Academic Skills

SUBMISSION ID: R04A-CALAMB-0395

Building Automaticity in Recalling Multiplication Facts of Grade 4-Yahoo at Balayan East Central School

Marites Arenas & Josephine E. Montales, Department Of Education

Abstract

INTRODUCTION

The quest for promoting numeracy among our school children is intense. The assessment was done because, just like literacy, it is a must for them to be skilled in this area to make them more competitive in the future. In our curriculum, Grade four pupils are expected to perform mathematical tasks which require automatic recall in multiplication facts. Problem-solving strategies is one of the main focus. As a Grade Four mathematics teacher, the pupils' ability to automatically recall basic math facts in addition and multiplication has significantly declined over the past years. This has been a great concern of the researcher because it is believed that this will affect their future math performance.

METHODS

This action research study was conducted in Grade Four-Yahoo classroom in BECS for five weeks. Qualitative and quantitative data were collected and analyzed during the action research project. A convenience sample was used to determine the participants of the study. Three instruments were used over the course of five weeks to collect data for this study: Pre and Post Test, two-minute timed test administered weekly, and one- minute timed test administered 3 to 4 times a week. Each instrument used in this study provided data to help determine if practicing single-digit multiplications facts in math centers affected the students' ability to memorize multiplication facts.

RESULTS

The implemented intervention, the Math center, contributed a lot in increasing the fluency in recalling Multiplication facts. The results showed difference and progression as well though varied increase among the participants was noticed. The researcher believed the students' ability to automatically recall basic multiplication facts was enhanced and did slightly increase. The daily practice with basic multiplication facts, through various engaging activities, enhanced their ability to recall the basic facts. The test showed students' recall of basic multiplication facts increased. Even though the increase was small, it was still an increase.

DISCUSSIONS

This action research study was meaningful and important to all educators. Pupils are believed to engage in daily practice with basic multiplication facts to increase and enhance their ability to memorize them. The collection of data would be over a long period of time. It is also preferred that this study be extended to provide practice at home because it is important to have parents' and guardians' participation.

KEYWORDS: automaticity, math center, recalling

SUBMISSION ID: R04A-BATANP-1838

Building Disaster Resilient Schools through Local Capacity Development and Disaster Education Program

Aien Jasper Jaranilla, Rosario National High School
(Adviser: Jullius Cezar Laylo)

Abstract

INTRODUCTION

The Municipality of Rosario is one of the top three cities and municipalities in CALABARZON with highest risk and vulnerability to disaster and hazard and it is one of the most affected areas due to its geographical location. A challenge usually encountered by local government unit and schools is delivering effective services. Some fail to do so because of the weak capacity of its disaster risk reduction management (DRMM) officials and staff. Thus, the purpose of this study is to determine the causes for the weak capacity in the DRMM and the problems and challenges in DRRM of the most vulnerable schools in Rosario, Cavite. This will serve as a capacity assessment to build disaster resilient schools.

METHODS

This study used Qualitative method utilizing interview adapted from UNDP Capacity Assessment Tool (2008). Schools-participants in this study were selected using purposive sampling based on the vulnerability report of the local DRRM which classified them as the top vulnerable schools in the said municipality.

RESULTS

Results revealed the different problems and challenges, in terms of institutional arrangements, leadership, knowledge, and accountability, were encountered by the schools in delivering effective DRRM. These include the (1) lack of technical knowledge regarding the geohazards among students, teachers and barangay officials, (2) lack of access or scattered information, (3) hazardous buildings and facilities, (4) zero availability of School Hazard Assessment map, (5) lack of preparedness to human-induced hazard, (6) most of the drills conducted by the school and MDRRMO limited to fire and earthquake, and (7) lack of orientation to Top-Down and Bottom-up approach among students and teachers.

DISCUSSIONS

Natural disaster's impact has led to adversity, with the physical impact majorly involved loss or damage to properties and infrastructure among schools. Reducing the risk and impact of the disaster, therefore, requires various efforts to prepare and empower the school community. Furthermore, a well-informed school community with a high level of awareness and sound knowledge on disaster preparedness and mitigation played a crucial role in preventing the greater incident of socio-economic loss to the school. Therefore, building resilient schools become part of DRRM initiatives.

KEYWORDS: Disaster Resilient Schools, Qualitative method, Local Capacity Development, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-0461

Building Interactive Learning Activities Involving Numbers and Games

Arceli Zabala, Elenie Novero, & Marynisa Flores, Naic NHS

Abstract

INTRODUCTION

Studies have found that teaching children through guided play can be more effective than didactic instruction because it boosts children to take on a dynamic part in their exploration. Games and activities should be incorporated in mathematics lessons to understand concepts and to master certain computational skills. With the integration of activity-based teaching into the mathematics classroom, more of the students will be able to experience and engage in the activities.

METHODS

The study used the descriptive - experimental method. Ten (10) sections are utilized in this study wherein they are all given Pre-test on Four Fundamental Operations in Mathematics to determine their academic performance, more specifically to know the percentage of learners with learning difficulties in Mathematics. They are also given a questionnaire prepared by the Mathematics Department to identify the root causes of the learners' difficulties in Mathematics and the possible solution to the problems. Based on the number of correct responses in each item in the pre-test of the learners, the suggested interventions were identified and implemented on all samples of the study. The study was conducted during the fourth quarter of SY 2016-2017 and it covered topics that involve four fundamental operations in Mathematics. After the implementation of the interventions, the Post-Test on Four Fundamental Operations in Mathematics was administered to all participants of the study.

RESULTS

The use of BILANG model did achieve its objective of improving the performance in Mathematics among Grade 7 learners of S.Y. 2016 - 2017. Building interactive learning activities involving numbers and games make a significant effect on the performance among the ten sections of Grade 7 learners after the utilization of the interventions.

DISCUSSIONS

For this study, ten (10) intact sections with 37 to 52 students were utilized to determine the significant difference on the performance of the Grade 7 students before and after the utilization of the model strategy. The use of BILANG models did achieve its objective of improving the learner's performance in Mathematics among Grade 7 learners of SY 2016 - 2017. The said objective was achieved through the use of appropriate interventions and cooperation among students and teachers.

KEYWORDS: BILANG model, Interactive Learning Activities

SUBMISSION ID: R04A-CAVTP-1731

Building Transparency in the 21st Century Classroom: Strategies and Implications in Promoting Student Motivation and Achievement

Marycon Carmela G. Mella, General Emilio Aguinaldo National High School

Abstract

INTRODUCTION

Transparency in the classroom means making teaching and learning visible for all students by giving them clear goals to help them understand their progress and help them remain motivated. The 21st-century classroom is a conducive avenue for promoting transparency through digital platforms which are highly customizable and accessible. Mobile applications can be utilized to enhance the transparency of learning goals, student progress, and assessment results.

METHODS

The research employed the quasi-experimental action research design. Pre-tests were administered to a sample group composed of 30 Grade 10 students to measure motivation and achievement. Afterward, transparency strategies using mobile platforms were utilized. After 35 days, post-tests were conducted to compare motivation and achievement before and after treatment.

RESULTS

The 21st-century classroom, aided with technology and the internet, provides mobile platforms that enhance classroom transparency and fit the needs of every learner. The researcher applied strategies of classroom transparency using online mobile applications. Students viewed their tasks with rubrics, outputs with feedback, and progress charts through their mobile phones both at home and in school. Results show positive implications of digital classroom transparency strategies to both student motivation and academic achievement. Students are highly motivated to learn and to perform when they clearly understand the expected learning outcomes, criteria for grading, and results of assessments. From being Somewhat Motivated (2.96), students became Highly Motivated (4.62) to attend classes, participate in discussions and group work, accomplish tasks on time, and perform better in assessments. Moreover, students significantly improved their academic achievement, from a mean score of 82 to 91.

DISCUSSIONS

Classroom transparency allows students to track their own learning by clearly visualizing what their goals are, how they can achieve these goals, and whether they have successfully achieved them. Mobile applications, which are readily available for use and free of cost, can be utilized as digital venues to disclose students' tasks, scoring rubrics, progress charts, and numerical grades. Moreover, social networking apps can be used as channels for peer and teacher feedback on their uploaded outputs. Building a transparent classroom encourages student involvement in the teaching-learning process, making them more motivated to learn, perform, and achieve target learning outcomes.

KEYWORDS: Classroom transparency, motivation, achievement, learning, technology

SUBMISSION ID: R04A-IMUSC1-0047

**Bullying and Academic Performance of the Bullied of Grade 10
Curriculum of Saguday National High School**

April D. Big, Saguday National High School
(Adviser: Nolie R. Medina Jr.)

Abstract

INTRODUCTION

Bullying is one of the most common problems we are facing nowadays. It can possibly ruin a young person's well-being. Moreover, bullying is a kind of violence that may bring many effects to an individual, particularly to his or her academic performance. This study explored the relationship between bullying and the academic performance of bullied students of Saguday National High School.

METHODS

A descriptive correlational quantitative design was used in this study. Fifty junior high school students at Saguday National High School served as the respondents of this study. To determine the profile of the respondents, frequency and percent were used. To determine the academic achievement of Grade 10 students for the first quarter, the mean was computed. To determine the relationship between bullying and academic achievement, Pearson r was utilized.

RESULTS

The respondents were dominated by females who were 15 years old. The study revealed that the respondents were usually bullied verbally. With this experience, bullied students cannot participate well in class, cannot think well during recitation, lack quality friendships at school, and experience physical illness like headache, stomachache, etc. and mood changes immediately. Furthermore, the study revealed that there is a significant relationship between bullying and academic performance of Grade 10 students.

DISCUSSIONS

These findings indicate that bullying affects the academic performance of the students. With this, teachers and administrators need to strengthen awareness about the effects of bullying in many areas of life. Students, especially to those who had been bullied, must share their experiences with the authorities for immediate action. Parents should also conduct daily consultation with their children.

KEYWORDS: bullying, academic performance

SUBMISSION ID: R002-QUIRIN-0044

Bullying as It Affects Classroom Discipline among Grade Four Pupils of Aes-Annex

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Cavite Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

School is a where children learn and mold themselves into someone they want to be. But that is not the only luxury that schools can give. They can also be a battlefield, a place of survival for some, where the famous and beautiful are honored and respected while the poor little ones are bullied.

METHODS

This study involves different methods and design to enumerate the behavior and scenarios of bullying and how it affects its victims. This study digs into the world of bullies and victims and the factors that propel a bully to hurt his/her peers as well as the research environment.

RESULTS

This study directly explains the reasons for and behaviors of bullied kids. 50 out of 171 students from Grade experience bullying. After the series of interventions such as proper counseling with the involved pupils, parents and class advisers, victims and bully pupils were able to change their attitude towards each other and to follow school regulations.

DISCUSSIONS

With proper implementation and continuous intervention, bullying will stop. With the proper involvement of the parents and concerned authority through close monitoring and constant counseling with the parents and pupils, bullying will be prevented in the entire school.

KEYWORDS: Bullying, Intervention, Counselling, implementation, Authority, Scenarios, Behavior

SUBMISSION ID: R04A-CAVITP-1449

**Bullying Interventions at Palahanan Elementary School: Examining
Local Practices Towards Crafting a Collaborative School Prevention
Management Plan**

Ray-Jowel Carandang, Department Of Education

Abstract

INTRODUCTION

Bullying is one of the major problems of schools, a playground hazard. It is an everlasting problem affecting the lives of school kids. It includes verbal and physical assaults and also threats. Bullying is difficult to eradicate in schools because it is often effectively used by pupils. Time will come that there will be an increasing awareness that bullying can affect anyone, of whatever age or grade level of pupils. With this action research, the school can come up with a school prevention management plan.

METHODS

The descriptive method of research is employed with the use of questionnaires in gathering data. Twenty school guidance counselor and twenty school heads from public elementary schools of San Juan West District, Division of Batangas during the school year 2018-2019 are involved as respondents of this study. The weighted mean, t-test and correlated coefficient are the statistical measures used to analyze the data

RESULTS

The study reveals the following results: (1) there are different types of bullying that results to harmful effects on pupils, (1.1) power fullness, (1.2) revenge seeking, (1.3) aggression and (1.4) jealousy; (2) the pupils' most commonly used strategy was ignored; (3) there is a significant relationship between the perception of male and female pupils about different causes of bullying in the schools; (4) there is a significant relationship between school guidance counselor attitudes towards bullying intervention; and (5) the proposed school action plan is expected to be appropriate.

DISCUSSIONS

The results revealed that schools must come up with concrete strategies that may lessen the effects of bullying. Further enhancement of the knowledge and practical approaches of the management team that handles bullying cases must be addressed.

KEYWORDS: bullying, attitude, practices, prevention

Bullying Practices as a Form of Barrier to Pupils Learning Outcomes of Upli Elementary School

Meibelle Añonuevo

Abstract

INTRODUCTION

Bullying is a widespread challenge in many schools and communities and has a detrimental influence on school and students' right to learn in a secure and healthy environment without any worry and fear. It is a problem that affects all pupils, the bullies, the victims, and the persons who witness the act of violence.

The researcher, an elementary grade teacher, has been alarmed to see young bullies in the classroom. Likewise, she has observed how educators struggle to stop or even just control it. Bullying in the classroom prevents students from learning and teachers from teaching (Beane, 1999). Generally, the practice of bullying may have an impact on bully students' learning outcomes. This serious problem has led her to come up with this study.

METHODS

This study adopted a descriptive survey design in its attempt to determine, describe, and analyze the bullying practices done by the bullies and their learning outcomes. Bullies were identified through the anecdotal record given by the school guidance advocate. This anecdotal record contained the name of the pupil, his/her grade and section, and adviser. It also included the brief anecdote of the pupil as well as the observer, date, and place of incidents. The study was entirely based on a survey using a questionnaire.

RESULTS

The results of a survey questionnaire on the extent of bullying practiced by the bullies revealed that most of the bullies had a moderate and high extent of bullying practices. Bullies also had satisfactory and fairly satisfactory in terms of their learning outcomes. With respect to the bullying practices of the bullies as a form of barrier in their learning outcomes, it was statistically significant based on the computed chi-square, since the value of 7.02 was higher than the critical value of 5.991 at 0.05 level of significance.

DISCUSSIONS

Since the findings denote that bullying practices are forms of a barrier to pupils' learning, it is evident that bullying is a complex and multi-determined issue. As such, in-depth and integrated strategies and programs are needed to address the problem. The school, through the help of teachers, expects to give more enrichment activities to bullies to block bullying incidents. It is also necessary to provide guidance and counseling to children, particularly to those who do not have their parents with them. Implementation of intervention programs for bullies is also needed to prevent bullying from school and to enhance pupils' learning outcomes.

KEYWORDS: bullying, learning outcomes, bullies, anecdotal record, guidance advocate

SUBMISSION ID: R04A-CAVTP-1123

Burnout Dimensions and Performance among MAPEH Teachers of the Schools Division of Batangas City

Thea May Matanguihan, Teacher 1

Abstract

INTRODUCTION

Teachers are the light that illuminates the path of those students who are counting on them every day. Being a teacher takes patience, dedication, passion, and the ability to do more with less. Teachers' stress in their job carries over into their performance and have a significant effect on the student's learning. If a teacher is unhappy at work, chances are unhappy and, in general, this may lead to burnout. And it will surely affect the quality of education towards students.

METHODS

The mixed method used was known to be the most applicable for this study for the purpose of presenting the evidence gathered in the observations and surveys.

RESULTS

MAPEH teachers agreed that they encounter problems on teaching performance associated with the demands of the job. This implies that the respondents are having a hard time working long hours mainly because many of them have other duties at home. Teachers sometimes have so much to do but at times they feel like they are given so little time to accomplish them. The teachers do not find it unreasonable but sometimes they feel stressed knowing that they have to submit or accomplish a form or paperwork in a very short time. The respondents also agreed that they become stressed because of the classroom overcrowded with students. The volume of students also causes other problems which include insufficient instructional materials, prompting teachers to find ways of developing their own instructional materials. More often than not, overcrowded classrooms do not promote a healthy learning environment. Classroom management and supervision suffer if classrooms are crowded. Moreover, instructional materials at times become ineffective if the classroom is not conducive for learning, causing the problem to become even worse.

DISCUSSIONS

The respondents disagreed that they experience teachers' burnout factors with regard to emotional exhaustion, depersonalization, and reduced personal accomplishment. The MAPEH teachers disagreed that they encounter stress associated with lack of control, work-life balance, conflicting roles but agreed that they encounter stress relative to the demand for the job and classroom management. By and large, the respondents' assessment on teachers' burnout and stressors which affect their performance when grouped according to profile variables did not show significant differences when grouped according to socio-demographic profile.

KEYWORDS: Continuance commitment, Enhancement Activities. Instructional competence, Job satisfaction

SUBMISSION ID: R04A-BATANC-0079

C4B: A learning Portal on Standard Cabling

Airez D. Bustamante, Bula National High School
(Adviser: Arvin V. Dela Cruz)

Abstract

INTRODUCTION

The study revealed that the performance of ICT students in Bula National High School is in fairly satisfactory (Silvestre, 2017). In this study, the researchers decided to make a learning portal about cabling to improve their skills and elevate the performance of the next ICT students. This means that the need for the development of learning competencies for standard cabling must be addressed. The study, C4B: A learning portal on standard cabling, aims to develop a well-designed learning portal for the students taking ICT (Computer System Servicing) that addresses the above concern.

METHODS

The researchers made use of a quantitative approach and developmental method, particularly the weighted mean, throughout the study. In selecting the respondents of this study, the researchers used purposive sampling and chose the teachers teaching ICT at Bula National High School Senior High School. With the use of the survey questionnaires and the presentation of the learning portal to the teachers, needed data was collected. The data gathered was computed and analyzed thoroughly.

RESULTS

Based on the collected results, the learning materials being used in Bula National High School for standard cabling are Google, ICT modules, tutorial videos on YouTube and CSS modules. The acceptability level of C4B in terms of content is highly acceptable; the relevance to the topic is highly acceptable too; for the features, it is also highly acceptable; and for the appearance, it is moderately acceptable.

DISCUSSIONS

The result gave the researcher a clear idea on how to improve the learning portal and how this learning portal works and can be used by the students taking ICT (Computer System Servicing). The learning competencies that can be achieved through the use of the C4B include: the students will be able to perform cable splicing based on the basic standards; and, the students will be able to install network cables. The gathered comments and suggestions for the improvement of the research are the following: use and original video for the tutorial; upload the portal as soon as possible; modify the design, and improve the quiz part. The study also reveals the kind of instrument that an ICT teacher uses to teach students in a modern way.

KEYWORDS: C4B, learning Portal, Standard Cabling

SUBMISSION ID: R005-CAMSUR-0087

Calamansi Fruit Extract as Chemical Substitute in Perfume

Cloud Benedict Zamudio

Abstract

INTRODUCTION

This study wants to test the calamansi extract as a substitute for expensive perfumes. This is because calamansi is abundant here in the Philippines. The process of making the calamansi perfume is easier and cheaper compared to making those expensive ones.

METHODS

The researcher used an experimental method to know if calamansi fruit extract can be a chemical substitute in making perfumes. The experiment underwent many processes to be able to come up with results and conclusions to support the research.

RESULTS

Answering the first problem on the amount of the calamansi extract most effective in making perfume, (1) 7.5 mg/mL gave the perfume some fragrance but did not satisfy the whole product, (2) 12.5 mg/mL was the best amount of calamansi extract dissolved with vodka and essential oil. It gave enough fragrance but did not smell too foul; and (3) 20 mg/mL amount of calamansi extract gave a foul smell and did not satisfy the respondents.

DISCUSSIONS

Calamansi extract is a good substitute for chemicals in creating commercialized perfumes sold in the market. It promotes the usage of natural ingredients in maintaining and improving personal hygiene of a person.

KEYWORDS: calamansi extract, chemical, perfume

SUBMISSION ID: R04A-CAVITP-1177

Calculus and Physics Academic Performances: A Correlational Analysis

Lady Asrah C. Abayon, Teacher

Abstract

INTRODUCTION

Mathematics and Physics, as different fields, tend to be interwoven. Many physicists have given emphasis on the undeniable role of mathematics in physics. The universe is written in mathematical language. Physics and Mathematics are interrelated and influence each other in different ways. Most of the concepts and frameworks in both fields are created by the same people, hence, these tend to be parallel. To solve already existing physical problems, mathematicians give birth to new theories. Physical theories become the basis of different mathematical analyses.

METHODS

The study is a non-survey study, employing a purely quantitative-correlational research design since the data analyzed were taken from the school records where the subjects of the study were enrolled. This study employed the cluster sampling technique where, among the five sections of the Grade 12 STEM strand, one section was randomly selected via the fishbowl technique. The section that was randomly picked by the researcher was the STEM 12 Q-102 which has a total population of 47 students composed of 32 males, and 15 females. Descriptive statistics, z-test, and linear regression were used to statistically analyze the data.

RESULTS

Most male students performed satisfactorily in Calculus while the majority of the female students performed very satisfactorily. In general, most of the students performed very satisfactorily. In average, the NDTC SHS STEM 12 students performed satisfactorily in Calculus. Majority of the male students showed very satisfactory performance in Physics, just as the female students did, making most of the class perform very satisfactorily as well. The NDTC SHS STEM 12 students performed satisfactorily in Physics; both male and female did, too. Gender did not affect the academic performance of the students in Physics. The Calculus and Physics academic performances of the students are directly correlated. Hence, when the Calculus performance is high, the Physics ability is also high.

DISCUSSIONS

The results revealed that Calculus and Physics academics performances were positively correlated and gender was not a variable to this. This further suggests that teachers need to make sure that the subject Calculus is well-taught and that students should truly master it since it will have an impact on their Physics performance, too.

KEYWORDS: Calculus, Physics, correlation, STEM, academic performances, mathematics and science, relationship

SUBMISSION ID:

Campus Journalists', Self-Efficacy, Self-Esteem, and Broadcasting Ability: Basis for Personality Enhancement Training

Recelita Perido, Department of Education Cavite

Abstract

INTRODUCTION

Campus Journalism Program regularly develops excellent evidence-based progress through rigid seminars and training. We believe in broadcasting because of its immediate and lasting impact on the public. Broadcasting is the practice of creating audio and video program content and distributing it to the mass audiences of radio, television and internet media. To broadcast is to send entertainment and information via one-way electronic media to the general public. The importance of the implementation of the Broadcast code of the Philippines 2007 was amended in 2011 and was empowered by the Republic Act. No 7079 an Act Providing for the Development and Promotion of Campus Journalism and for Other Purposes. This will nurture the campus journalist's self-efficacy, self-esteem, and broadcasting ability: basis for personality enhancement training.

METHODS

The researcher's focused on intermediate campus journalists as respondents. This study used a descriptive correlation method.

RESULTS

The researcher presented the problems through tables with the computed statistical values, the analysis, and interpretations. The following data gathering instruments were used in this study: 24-item Self-Efficacy Questionnaire by Muris P., 50-item statement Self-esteem questionnaire by Sorensen M.J.; and NSPC-Broadcast (Modified).

DISCUSSIONS

The result of the study used the statistical tools on frequency count percentage, weighted mean, standard deviation and Pearson's r. This showed the skills of the campus journalist's self-efficacy, self-esteem and broadcasting ability as the basis for personality enhancement training.

KEYWORDS: ability, basis, broadcasting, campus, enhancement, journalist, personality, self-efficacy, self-esteem, training

SUBMISSION ID: R04A-CAVITP-1723

Can Inactive Participation of Students and their Difficulties Be a Thing of the Past?

Florina Federico

Abstract

INTRODUCTION

Graphing is one of the activities in Mathematics which students find boring. Every time students see diagrams in examinations, they tend to leave them and proceed to the next items. They can either disregard that item or just guess what their answer will be. The low performance or inactive participation during a discussion about graphing has been a concern for the researcher. The result of the diagnostic test and periodical test showed annoying outcomes. This will, therefore, call for her more extensive effort and concern. This action research will be done to lessen the inactiveness of students in graphing Trigonometric Functions with the use of Geometer Sketch Pad (GSP).

METHODS

To improve the participation of the students and attend to their difficulties, questionnaires were given and tabulated. A questionnaire was used to ease the observation of the teacher. This was done after the lessons took place. Another questionnaire was given to the students. The purpose of using the questionnaire was to evaluate the students' attitude of using Geometer Sketch Pad (GSP) as the mode of the teaching and learning Graphs of Trigonometric Functions.

RESULTS

Small group discussions, brainstorming, preparation of activity sheets and use of uncomplicated vocabularies were some solution used. In small group discussions, students were able to express themselves, ask childish questions only students themselves could realize. Brainstorming also helped a lot in uncovering withheld criticisms and unusual ideas. They were able to share what they knew about the topic. During discussions, students could answer even in their simplest explanations and basic vocabularies. In general, the students commented positively about the result of using Geometer Sketch Pad as to their traditional and authentic assessments regarding the graphs of Trigonometric Functions.

DISCUSSIONS

Many thinks that this will only be applicable to Special Science Classes. The use of Geometer Sketch Pad (GSP) is highly recommended to regular students. This will help a lot in graphing Trigonometric Functions. It has many uses hence, will make students participate actively in classroom discussions. Further investigation on the impact of graphing other functions is highly recommended in the future.

KEYWORDS: improve, inactiveness

SUBMISSION ID: R04A-LAGUNA-0022

Canteen Management and Operation at Santiago National High School in Malvar, Batangas: Basis for a Proposed Action Plan

Maricel Del Mundo, Department Of Education

Abstract

INTRODUCTION

As part of the school environment, a canteen is in a unique position to make a positive contribution to students' health and welfare. Like any business, a canteen requires good management to be efficient and successful. The school setting is a crucial part of the social environment that shapes the students as a whole. This includes their eating behavior, especially those children's food preferences which are learned through repeated exposure. The study was conducted to assess the canteen management and operation in Santiago National High School during the school year 2016-2017 as perceived by the students, teachers, and canteen administration.

METHODS

This study was centered on the assessment of the canteen in five components. The respondents consisted of three groups - students, faculty and canteen staff. The researcher used the descriptive method and gathered information through the use of a survey questionnaire as an instrument. Respondents were given more time to provide their answers freely and independently.

RESULTS

The data revealed that there was no difference in the ratings for different components or area of evaluations but does differ significantly when students-respondents are grouped into age groups. It can be gleaned from the data that there is significant relationship between the female ratings and male ratings in all areas or components for evaluation where female students have significantly higher ratings for management of activities while quality has no significant relationship between the male and females ratings in two areas or components of assessment such as kinds of services rendered and utilization of facilities. Ratings for different canteen components does differ significantly when teacher respondents are grouped into age groups. When grouped into the gender of the teachers-respondents, the ratings for different canteen components do differ significantly.

DISCUSSIONS

The management of the school canteen looks into the possibility of studying the reasons why prices of commodities have the lowest rank, making them act on the matter. They can improve the kinds of services they offer with a suggestion box while the results can be forwarded to the school administrators for possible action on the improvement of the canteen services. In addition, the same study can be conducted in other areas of services like the library and other areas in school. The researcher looks forward to implementing the proposed plan of action to resolve issues in the canteen management and operation.

KEYWORDS: Canteen management, Eating behavior, Operation, Food preferences

SUBMISSION ID: R04A-BATANP-2125

Canteen Management in Public Elementary Schools in the District of Teresa, Division of Rizal

Merly De Rosas, Prinza Elementary School

Abstract

INTRODUCTION

The school environment can enhance children's skills, knowledge and behaviors in relation to healthy eating. However, in many countries, unhealthy foods are commonly available in schools, and children can be exposed to poor canteen management. Taking the perspective of participants, this study aimed to assess the status of canteen management in public elementary schools in the District of Teresa, Division of Rizal.

METHODS

The descriptive survey research design was used in the study and it utilized a researcher-made questionnaire-checklist as the main instrument in gathering the needed data for assessing the status of canteen management with respect to food service management, human resource management, marketing management, financial management, safety and risk management, and physical facilities and equipment management.

RESULTS

Majority of the respondents have not attended seminars and training relevant to school canteen management. The status of canteen management with respect to food service management, marketing management, and physical facilities and equipment management is verbally interpreted as often, while human resource management, financial management, and safety and risk management interpreted as sometimes. Problems were encountered by the teachers in the management of school canteen and interpreted as serious. The test rejected the null hypothesis for the significant difference on the assessment of the teacher-respondents on the status of canteen management with respect to food service management, human resource management, marketing management, financial management, safety, and risk management, and physical facilities and equipment management in terms of their age, educational attainment length of service and seminars and training attended.

DISCUSSIONS

The study concluded that teachers have different views regarding the status of canteen management in public elementary schools with respect to the different aspects in terms of their age, educational attainment, length of service, and seminars and training attended. On the contrary, in terms of sex, civil status, and position title, their assessments do not differ significantly. The study recommended that a regular assessment should be made to keep track of the activities and development of the canteen and to ensure that special efforts are exerted towards the improvement of the different areas in canteen and food service management so that the desired rating may be attained.

KEYWORDS: Canteen Management, Financial, Safety, Food, Marketing

SUBMISSION ID: R04A-RIZALP-0019

Capability Level of Pacheco Elementary School Teachers Based on E-Sat Sy 2018-2019

Evelyn Mojica - Pacheco Elementary School

Abstract

INTRODUCTION

The Self-Assessment Tool was given to eleven (11) Teacher I-III and one (1) Master Teacher I of Pacheco Elementary School to assess their capability, to clarify performance expectations, and to determine which competencies to focus on and to serve as their starting point for their self-reflection. This can assist them in what particular things to do as they performed their duties and responsibilities in the teaching and learning process. In this aspect, an evaluation of their selves on how well they execute their major roles as teachers is needed.

METHODS

The researcher adopted the Electronic Self-Assessment Tool (E-SAT) as one of the materials in the RPMS-PPST Tool. This E-SAT was given to eleven (11) Teacher I-III and one (1) Master Teacher I of Pacheco Elementary School. After it was administered, the results were generated, interpreted, and discussed.

RESULTS

The E-SAT result was generated indicating the capability level of teacher I-III for each objective. In objectives 1.1, 1.2, 1.3, one teacher answered moderate, eight teachers answered high and two teachers answered very high. In objective 2.1, 2.3, and 3.2, one teacher answered moderate, seven teachers answered high and three teachers answered very high. In objective 2.2, 3.1, 4.1, and 4.2, one teacher answered moderate, six teachers answered high and four teachers answered very high. In objectives 3.3, one teacher answered moderate, nine teachers answered high and one teacher answered very high. In objective 4.3 and 5.1, one teacher answered moderate, five teachers answered high and five answered very high. For the Master Teacher, all objectives were answered high capability level.

DISCUSSIONS

The main findings of this action research for Teacher I-III is that there is one teacher that needs to enhance his/her capability. The rest of the teachers have high capability in their self-assessment. With these findings, an intervention plan was developed to increase its capability in this aspect.

The Master Teacher has a high capability. Although the master teacher is already high capability, she still chooses to improve her performance.

With this assessment tool, learners will progress in terms of the curriculum as prescribed by the department.

KEYWORDS: rpms-ppst, e-sat

SUBMISSION ID: R04A-CAVTP-1540

Capability of Integrating Robotics in Special Science Elementary Curriculum: A Curricular Program Model Initiative

Rowena Batuhan, Tanauan North Central School Teaching Personnel

Abstract

INTRODUCTION

Being the pioneer of Special Science Elementary School in the Division of Tanauan City, the researcher opted to know if the school is now capable of integrating robotics in the SSES curriculum. Enhancing the curriculum with robotics allows the school to create a different environment for the learning process. By creating and programming the robot, the student can learn physics, mathematics, science, and arts, for example. This study aims to assess the level of capability of integrating robotics in special science program as assessed by the teachers and students of the Special Science Classes of Tanauan North Central School in Tanauan City, Batangas during the school year 2017- 2018. The researcher described perceived benefits and barriers of integrating robotics in a special science program as assessed by the teachers and students.

METHODS

This study used the descriptive type of research. The respondents include 30 Math and Science teachers and 100 elementary students enrolled in the Special Science Program in Tanauan North Central School in Tanauan City, Batangas. Focused Group Discussion (FGD) was conducted to identify the barriers identified in integrating robotics in special science elementary program.

RESULTS

It was found out that the faculty and the school facility is capable for the integration of the robotics in Special Science Program. There are benefits and barriers to the integration of robotics in the Special Science Program. A significant difference exists between the teachers and students' assessment in the level of capability of integrating robotics in Special Science Program. There are strategies to overcome the barriers in the integration of robotics in the Special Science Program.

DISCUSSIONS

The results recommended strengthening the faculty and the school facility for them to be very capable for the integration of the robotics in Special Science Program. They should also develop strategies to address the barriers in the integration of the robotics in Special Science Program. Moreover, there is a need to identify areas that were found to have a significant difference between the teachers and students' assessment in the level of capability of integrating robotics in Special Science Program, and use these strategies to overcome the barriers in the integration the robotics in Special Science Program. School administrators must consider the action plan developed as an initiative in integrating robotics as curricular initiatives in a special science program.

KEYWORDS: interdisciplinary, perceived benefits, curricular initiative

SUBMISSION ID: R04A-TANAUA-0116

Care Program: Intervention to Improve the Reading Skills of Non-Readers of Grade 2-5 Pupils

Prospero Paragsa, Teacher

Abstract

INTRODUCTION

Some children have difficulty reading words automatically because they do not possess strategies in making letter-sound associations. Thus, a care program, as an intervention, is a way that self-made instructional materials were introduced to improve the reading skills of the 68-non-reader grade two to five pupils of Central Malamote Elementary School.

METHODS

Purposive sampling was utilized in this study. All non-readers of the grade two to five pupils were the respondents of the study. The data was gathered through the weekly assessment of the non-readers. The researcher provided a self-made instrument/instructional material that will be utilized in gathering the data of the progress of the respondents. Tabulation of the data was done after the whole duration of the intervention. Data were analyzed through simple statistic computation. Descriptive statistics such as frequency, percentage, mean, was used for summarizing quantitative data.

RESULTS

Result of the research shows that the majority of the pupils can identify the letters a, e, i, o, u completely but can't produce the sounds completely. Likewise, the same result was reflected in terms of the reading of kartilya a-u. However, when self-made instructional materials were used, results indicate that the majority of the pupils can already produce sounds completely and was able to read all the kartilya a-u. Furthermore, results reflected that the level of performance of the pupils in the post-reading assessment of phonetic blending 1, 2, and 3 syllables was very high which shows that the care program has significantly improved the reading skills of the pupils from grades two to five.

DISCUSSIONS

Lack of phonemic awareness will cause a reading failure to the pupils. The researcher found out that the respondents were not aware of the sounding of the letters. Reading teachers must know that the letter-sound acquisition is the foundation of the complexity of other literacy skills that includes reading, writing, and spelling.

Learning to read is one of the most important achievements of the pupils in school because reading plays a vital role in our everyday life. However, with the results presented in this study, it is very clear that the care program can improve the reading skills of grade two to five pupils.

KEYWORDS: paragsa86

SUBMISSION ID: R012-COTABP-0004

**Career Choice Influence of Local Guiding Students in ET'TMNHS S.Y
2018-2019**

Mary Jhoy C. Fausto, Rosslyn G. Gerona, & Jayvee Ann P. Ballat, Department
of Education, ET'TMNHS

Abstract

INTRODUCTION

The adolescent, in creating an identity for himself, is faced with an urgent need to identify his/her course in college and establish a career path for the future. Given that the school year 2018-2019 is the second batch of senior high school graduates, the researchers have decided to conduct a study on the career choice influence among them. This study was conducted to determine which factors affect the career choice of G12 - Local Guiding Students in Emiliano Tria Tirona National High School.

METHODS

A simple random sampling method was used in the study. A total of 17 Local Guiding students were included as respondents in the study. The researchers conducted the survey using the career choice questionnaire adopted from http://shodhganga.inflibnet.ac.in/bitstream/10603/154876/16/16_appendix%20i.pdf. This had been modified to meet the objectives of the study.

RESULTS

Based on the majority of the results, the respondents revealed that they are likely to be independent in making their career decisions. However, the respondents were also found to seek their parents', friends' and industry professionals' advice. They also have an average response of "agree", claiming that they make their decisions based on the perks and benefits of the job such as career growth and opportunities, innovation and creativity in the job. Meanwhile, it was discovered that most of the local guiding students strongly disagree that they make their decisions on the basis of their skills, the trend in the market, and the educational qualification and background necessary for the job. It was found that the security associated with the job, the lifestyle associated with it, and the satisfactions do not matter as a basis in making their career choice.

DISCUSSIONS

It can be seen that based on the results, students are still likely to honor their parents' advice and input with regards to their future career. Having said this, it is recommended that parents must also take part and be knowledgeable of the possible career options that their children can consider. For the students, it is advised that they make the decision not only based on other people's advice but also on what they think will give them long term job satisfaction. It is further recommended that respective secondary institutions conduct intensive career orientations among graduating students.

KEYWORDS: Career choice, local guiding students, senior high school

SUBMISSION ID: R04A-CAVITP-1228

Career Choice of Grade 10 Students of San Nicolas National High School for Senior High School S.Y 2018-2019

Paul John Desepeda, San Nicolas National High School

Abstract

INTRODUCTION

The enhanced K to 12 Curriculum was designed to provide a holistic education for all. Now decongested, it gave students ample time for mastering basic academic skills as well as in participating in co-curricular and community activities. However, Junior High School students face one of the most crucial decisions in their lives and that is a future career decision. This study dealt with the assessment of the different factors that affect the decision of Grade 10 students in choosing their strand in senior high school. The profile of the respondents, level of interest on the different strands, and the difficulties encountered by Grade 10 students were also considered in this study.

METHODS

The research made use of the descriptive method of research utilizing a self-made questionnaire as the main data gathering instrument. The respondents of the study were 60 Grade 10 students 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 findings revealed that majority of the respondents were female and had a family income of Php 5,000.00 - Php 10,000.00. The students were also interested in Humanities and Social Sciences (HUMSS) and Technical Vocational Strand. The findings further revealed that personal skills and talents were the factors that the respondents considered in choosing their future strand in senior high school. Majority of the respondents also agreed that they encountered difficulties in choosing the right strand in senior high school. Based on the data fear of failure, financial problems and decisions of parents were some of these problems.

DISCUSSIONS

On the basis of the analysis made, it was recommended that the school should intensify the institution's Career Guidance Program to help students clearly decide the career and strand they will take in senior high school. The students, together with the parents, should also be encouraged to participate in different career programs and activities held by the school to guide them on their decisions regarding their career choice.

KEYWORDS: senior high school, students' profile, career choice

SUBMISSION ID: R04A-BATANP-0832

Career Guidance Program and the Job Preferences of Academic Track Students in Buhaynasapa National High School

Christine Mae L. De Torres, Buhaynasapa National High School
(Adviser: Mariz R. Millando, Maed)

Abstract

INTRODUCTION

Career Guidance Program (CGP) is a school program that aims to help students make wise career-related decisions based on their abilities, interests, skills, attitudes, and available job opportunities. This plays a vital role in strengthening the job preferences of the students upon the implementation of the K to 12 Program for the benefit of 21st-century learners. This study aimed to determine the extent of implementing Career Guidance Program in terms of Career Information Provision, Career Assessment, and Career Counselling, thus, highlighting the significant relationship of the implication of the Career Guidance Program and the job preferences of Academic Track students in Buhaynasapa National High School for School Year 2017-2018.

METHODS

A descriptive method was utilized in this study with a validated questionnaire and conducted interviews as research instruments. The study made use of 128 Grade 11 students of Buhaynasapa National High School during the School Year 2017-2018, obtained through stratified sampling using Slovin's Formula with a 5% margin of error. Before conducting the study, the researcher secured permits to authorities. The researcher sought the approval of the authorities before personally administering the research instrument used.

RESULTS

As perceived by the respondents, CGP helps individuals to choose a career based on their ability and passion. It also informs students about their future choices by actively engaging them in processes that will allow them to understand their interests and abilities. The perceptions of the respondents obtained the composite mean of 3.56 and interpreted as strongly agree. On the other hand, activities relative to career counseling obtained the highest composite mean of 3.55 and interpreted as a very great extent. The researcher also found out that there is a significant relationship between the implementation of Career Guidance Program and the job preferences of students specifically in career assessment. It is evident on the obtained p-value of 0.016 that is lower than 0.05 level of significance.

DISCUSSIONS

The findings indicate that implementing Career Guidance Program helps the students in setting their career goals. It has also revealed that there is a significant relationship between the implementation of Career Guidance Program, specifically in career assessment and the job preferences of the Academic Track students. In the same way, the program will help the students have better job preferences to fulfill their goals in the future.

KEYWORDS: implementation, Career Guidance Program, job preferences

SUBMISSION ID: R04A-BATANP-1122

Career Preferences among Grade 10 Students in Binulasan Integrated School, Infanta, Quezon Relative to the Opening of Senior High School

Maria Shelly Nollado , Department Of Education

Abstract

INTRODUCTION

Career choice is a truly challenging decision as this has a great impact on all aspects of life. This decision alone has the potential to open the door for success or close the door of opportunity. Students face the problem of matching their career choices with their abilities and school performance.

In relation to this, the researcher conducted a study aimed at identifying and analyzing the career preferences of Grade 10 Students at Binulasan Integrated School, Infanta, Quezon for the school year 2015 - 2016 in preparation for the opening of Senior High School for the school year 2016 - 2017.

METHODS

The respondents of the study consisted of 190 Grade 10 students from the above-mentioned school. The researcher employed Descriptive-Quantitative Method, while the researcher-made questionnaire was the main tool for gathering the necessary data. The data gathered were treated using Pearson r , percentage, and weighted mean.

RESULTS

The data indicated that the students' age ranged from 14 to 19 years old. The majority of the respondents were females with 91 out of 165 or 55.15%. Also, it was found out that students preferred Sports Track among other strands with an overall mean of 2.43. Seeking out information and advice from other people topped the influences or considerations in their preferences with 2.53 with a verbal interpretation of Highly Influenced. Meanwhile, the main problem they encountered was that they were not yet decided on what they really wanted to pursue.

DISCUSSIONS

The results revealed that Sports Track was the most preferred track among Grade 10 students. Also, the study revealed that students were seeking out information and advice from a variety of different individuals and looking for professional guidance and direction to help them with their career planning. The biggest perceived problems in relation to the opening of Senior High School was that they were not yet decided on what they really want to pursue. Lastly, school officials and leaders may continue to conduct a study/survey, assess and evaluate the needs, aspirations, and backgrounds of Grade 10 students in relation to the preparation of the opening of the Senior High School offerings.

KEYWORDS: Career Preferences, Binulasan Integrated School, Opening of Senior High School

SUBMISSION ID: R04A-QUEZON-0259

**Case Study of Out-of-School Children in Municipality of Ternate: Basis
for an Enhanced Project "KALINGA"**

Jennelyn Garcia, Sapang Elementary School

Abstract

INTRODUCTION

The purpose of this study is to document the personal stories of pupils who have dropped out of elementary school. Specifically, it sought supply the following information: the demographic profile of the informants, reasons dropping out of school, feeling or reaction about dropping out to school, activities of the informants while out of school, future plans of the informants with regards to schooling and, lastly, the assistance, if any, needed by the informant to continue schooling.

METHODS

This study used a qualitative research design through a case study. Here, ten 13 years and older informants who reached elementary and dropouts from school for more than 3 years and their respective parents were interviewed. Key informants such as teacher and guidance counselor were also interviewed.

RESULTS

The results of this study showed that financial problem, family problem, and distance to school were the reasons why pupils dropped out of school. As a matter of fact, there were schools in the municipality wherein the houses of the informants are really far so they have to walk just to be in school.

DISCUSSIONS

The findings showed that students dropouts are one of the serious problems which starts in elementary and continue in Senior High School. This makes early intervention necessary to prevent pupils from continuing on this path through their educational experiences. It is an alarming issue that affects socio-economic development. Pupils dropping out does not only affect the community but also affect the nation as a whole. It will be a waste of educational resources without achieving the country's mission and vision if the dropout rate among elementary pupils will continue to increase.

KEYWORDS: drop out, out-of-school children, informants, key informants, Project KALINGA

SUBMISSION ID: R04A-CAVITP-1482

Casein Extraction from Milk: Utilizing kitchen materials as a source of biodegradable plastic

Marivic Wagan, Tanauan North Central School Teaching Personnel

Abstract

INTRODUCTION

Plastics are used because they are easy and cheap to make and they can last a long time. Unfortunately, these became a wide problem because they were not disposed of properly and could harm and pollute the environment. Casein is a family of related phosphoproteins which has a wide variety of uses, from being a major component of cheese to being used as a food additive. The most common form of casein is sodium caseinate. However, previous studies have shown that these casein proteins usually bind and create a lattice that is similar to polymers.

METHODS

The study used an experimental research design where five attempts were employed to know which temperature and amount of vinegar can form plastic from one liter of milk. The peak of the yield was in 50°C. This temperature is slightly higher than that of the room temperature. It can also be observed that the yield in both ends of the temperature listed has the lowest yields. The coldest temperature yielded only 27 grams of casein, while the highest temperature, which is also the boiling point (100°C), has only 29 grams. The amount of acid used in coagulating the milk components is also studied. Given the desired temperature which is 50°C, a test on the amount of vinegar is then made. Another 5 sets of milk with different amount of vinegar are subjected to casein extraction. The yield of casein declined dramatically with among of vinegar added to the heated solution. The resultant casein derived from the best temperature set-up and best vinegar amount were molded into different shapes. The lumped shaped were then allowed to dry up. After a series of observation to the output, it was found that the molded shapes harden across time.

RESULTS

It was found that to extract casein from milk, there are parameters needed to be observed such as temperature and amount of vinegar that will be added to the milk. During the experiment, it was found out that the optimal temperature to be used is about 50°C while less vinegar (5tbs) tends to derive a higher yield of casein.

DISCUSSIONS

The final output of the experiment proved that casein will dry up and become harder across time. It is recommended that this mini set up can be adapted into large scale production of casein from milk to attain a significant amount of resources for biodegradable plastic. The challenge of solid waste management can easily be done if the plastics that are being used in our daily lives are made up of simple materials such as casein from milk.

KEYWORDS: Casein Extraction, Plastics, Milk

SUBMISSION ID: R04A-TANAUA-0110

Catch Me, I'm Falling: Scrutinizing the Lived Experiences of Junior High School Students with Failing Grades

Jhemwell Galo & Shyanne Faith Dacera

Abstract

INTRODUCTION

Students who frequently receive failing grades in their report cards develop several experiences, oftentimes negative ones. As a result, this study explored the lived experiences of such students who, sometimes, receive grades signifying their failure in their subjects. This study also scrutinizes these failing students' insights and coping mechanisms.

METHODS

Utilizing phenomenology as the research design, we conducted focused group discussions with six participants and in-depth interviews with four students. We implemented snowball sampling to gather a total of ten junior high school students who all received failing grades and used thematic analysis to fully analyze their answers.

RESULTS

After thematic analysis, four themes emerged as their lived experiences. These involved disappointments, anger, empathy from parents, and scolding from parents. Similarly, four main themes were also analyzed from their coping mechanisms including compliance of projects, completion of attendance in class, study harder, and seek parental advice or support. Lastly, five themes were developed as their insights comprising determination to strive hard, shyness, refusal to class recitation and attentiveness, late submission, and lack of interest to attend class.

DISCUSSIONS

The results of this study determined that whenever a student fails a subject in class, people should avoid making judgments as they have also undergone experiences and tried their best to overcome their predicaments. The causes of their failures are not only bound to one cause, but to several causes including absenteeism, late submission of requirements, and the teachers' emotions.

KEYWORDS: Failing Grades, Education, Absenteeism, Junior High School

SUBMISSION ID: R011-COMPOS-0009

Filipino

Catherina Tenorio

Abstract

INTRODUCTION

Sadly, the researcher has felt that the pupils' parents were not interested in their children's schooling process.

METHODS

- A. Participants data and information
- B. Data gathering method
- C. Data analysis plan

RESULTS

- 1. The Extent of Parental Involvement in School Activities and Pupils' Achievement
- 2. Perception of the Respondents of the Effects of Parental Involvement
- 3. Parental Involvement
- 4. Visual materials were proposed to address parent participation

DISCUSSIONS

The result demonstrates the parents are willing to join the activities and good parental and teacher relationship can spring from a common goal to help pupils learn.

KEYWORDS: Parental involvement is the key in the pupils learning progress.

SUBMISSION ID: R04A-BATANP-0397

Cats (Computer Assisted Teaching Strategy); It's Effect to Academic Performance in Mathematics of the Select 21st Century Learners Experimental Study

Doris Masicat

Abstract

INTRODUCTION

The effect of computer-assisted teaching strategy in Mathematics is the main emphasis of the study. The teachers of today are in constant search for learning tools that will make information-sharing possible and will provide an opportunity for them to broaden their spheres of influences from the local classroom to the cyberspace classroom. Being a Mathematics teacher for 20 years, the researcher hopes to gain useful insights on how to make the teaching of Mathematics more fun, exciting, and enjoyable for learners, especially those under her class. The major purpose of this study was to assess the effectiveness of computer-assisted teaching strategy to Academic performance of Grade Nine students of Wenceslas Trinidad Memorial National High School.

METHODS

The experimental method of research was utilized by the researcher. This was used to determine the effective tool in academic performance in Mathematics of select Grade 9 students at Wenceslas Trinidad Memorial National High School. The pretest and the post-test served as the main instrument. In this research, it would employ a comparison group that did not receive the experimental treatment. This shall serve as the control group. The experimental group shall receive the experimental treatment. In this way, the effective tool in increasing academic performance could be determined.

RESULTS

Based on the result of the pre-test, the academic performance of selected grade nine students on mathematics is quite upsetting on the part of the mathematics teacher. Students' knowledge of mathematical concepts is limited, which in turn affected their ability to deal with the subject. Grade 9 students increased the proficiency level after using the computer-assisted teaching strategy. There is a significant difference in the pre-test scores and post-test scores of the student respondents in the experimental and in the control groups. Mathematics teacher can provide more exciting, educational, and integrating computer-made instructional materials.

DISCUSSIONS

The fifty (50) student-respondents have been chosen to examine the academic performance on mathematics based on their pretest result. It was noted that disciplinary problem inside the classroom and in active participation in every recitation and other activities were some of the problems encountered in this approach. In line with this, the researcher pursued this investigation and came up with the data and information needed in the study.

KEYWORDS: computer, computer-assisted

SUBMISSION ID: R04A-BATANP-0743

Causal Factors on the Misbehaviors of Grade Three Pupils in Twenty-Five Selected Public Elementary Schools in Lemery District, Lemery, Batangas

Maria De Castro, PPSTA

Abstract

INTRODUCTION

All teachers have to deal with student misbehaviors on a daily basis. Even minor misbehaviors can lead to greater disruptions if left unchecked. As a Grade Three teacher, the researcher has observed that misbehavior is common even among these very young children. Dealing with misbehavior is not an easy task. In certain public elementary schools, misbehavior can be observed among the Grade Three pupils. A stimulus for these misbehaviors has to be discovered so that the teacher can find the appropriate reaction and action. There must be a give and take in the relationship between the teachers and the pupils, but it could not be seen now because while the teachers are doing their part in dealing with them, pupils are just making fun on it. This often results in poor standing. Thus, the primary concern of the teacher is to identify the pupils' behavior problems and provide a solution to minimize or to eradicate them so that effective and efficient teaching-learning situation can be attained.

METHODS

The researcher used the descriptive method of research. To obtain an estimate of the internal consistency of the questionnaire, the researcher used the test of reliability in finding the reliability and validity of the questionnaire. The obtained reliability was 88 percent which indicated that the questionnaire was valid and reliable. The respondents of this study were fifty (50) Grade Three teachers of public elementary schools in Lemery District.

RESULTS

Loud talking, disruptive talking, and shouting were the foremost misbehaviors displayed by the pupils. Among the factors that cause misbehavior among grade three pupils, nagging in front of others by parents and communication gap were the foremost factors. The proposed recovery program was designed to improve the behavior of the pupils.

DISCUSSIONS

The top common misbehavior of pupils was loud talking with forty-three (43) or eighty-six percent. The respondents rated being nagged in front of others by parents as the first in rank among the factors that caused misbehavior among pupils with a weighted mean of 2.78. All the items in the extent of the attributions of the teachers in dealing with the misbehavior of pupils were rated as moderate in extent such as minimized attention of learners.

KEYWORDS: Misbehavior, conduct, disciplinary, behaviors, stimulus

SUBMISSION ID: R04A-BATANP-0641

Causes of Absenteeism among Grade One Pupils of San Vicente Elementary School for the School Year 2017-2018

Jozel Leweline M. Malabanan, Joan L. Mazo, Crezelda V. Monsanto,
Department of Education Sto. Tomas

Abstract

INTRODUCTION

Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that affects the performance among students. The main purpose of this study is to collect data on why pupils commit absences, the main causes, and possible solutions in the said problem.

METHODS

Participants of this study were pupils and parents of San Vicente Elementary School with their School Form 2 or the attendance of the pupils as the bases for their behavior. The researchers employed a descriptive research design. They distributed survey questionnaires to the participants.

RESULTS

The parents should encourage their child to go to school. They need to send to their child to school by letting them know the advantages of having an education. Parent and teachers should be aware of the contributing factors that affect absenteeism of Grade One pupils in SVES.

DISCUSSIONS

The research focused on the attendance of pupils and the answers of parents of San Vicente Elementary School. It was highly recommended that the researchers must practice sustainability and confidentiality of the data.

KEYWORDS: Sf2, attendance, absenteeism

SUBMISSION ID: R04A-BATANP-1926

Causes of Absenteeism among Pupils of Tinurik Elementary School: Inputs to an Intervention Plan

Cesyl Mercado, Teacher 2

Abstract

INTRODUCTION

The public education system assumed that students regularly attend school. Compulsory education laws back up this assumption. The standards and accountability movement of the past 25 years represent an on-going attempt to make every day of school matter. The assumption that except for illness or the occasional doctor's appointment, family vacation, special event or crisis, students do in fact attend school every day was so strong, but it was not measured.

METHODS

The researcher utilized a descriptive survey method. In survey method research, participants answered questions administered through questionnaires. After the participants answered the questions, researchers described the responses given. For the survey to be both reliable and valid, it was important that the questions were constructed properly. Questions should be written so they are clear and easy to comprehend. This part presents the discussion of the research design, research subjects, and research instruments used, the data gathering procedure and the statistical treatment of the data gathered.

RESULTS

The following were identified causes of absenteeism such as house was far from the school; had a toothache, stomach hurts, had headache, downed with fever/flu and had other diseases like diarrhea, etc. which are under health factors; felt lazy, their friends influenced him/her to be absent from their classes, did not wake up early, these are under personal attitude; it was noisy inside the classroom, classmate/s bullied the student, these are under classroom atmosphere; had no money to buy snacks in school, and had no food are under home-related factors. As a whole, the most prevalent among these causes of absenteeism were fever/flu (health factor), pre-occupied with household chores (home-related factor), and no food (home related).

DISCUSSIONS

The following are recommended to limit the learners' absenteeism and prevent their occurrences:

- a. Teachers/advisers should encourage giving proper care and giving medicine if the pupils have fever/flu as a first aid treatment.
- b Parents/guardians should be educated and must be aware that their children should not undergo and work household chores during school days.
- c. Intervention plan through project PBORS (Put them Back on the Road to Success) was utilized of Tinurik ES to eradicate, if not minimize, absenteeism.

KEYWORDS: absenteeism, advocacy campaign, minimize

SUBMISSION ID: R04A-TANAUA-0054

Causes of Absenteeism among the Senior High School Students of Sangbay Integrated School

Roxan N. Challoy
(Adviser: Sunshine Bugaoisan)

Abstract

INTRODUCTION

Absenteeism may take place when students or group of students choose to be absent just to hang out or without any valid reason and repeat these again and again. It is the aim of every school to lessen, if not eradicate, absenteeism among its students. One way of addressing this problem is to identify the causes of truancy. Once they are singled out, understood, and analyzed, these issues may be addressed with specific actions and measures. In this study, we focused on knowing the factors for absenteeism among students to inform the teachers and the students about it, to establish awareness on the adverse effects of being absent to these students involved and to help lessen the number of absentees and from having failing grades.

METHODS

The research design used in this study was descriptive -inferential design. The descriptive method was to describe the causes of absenteeism among Senior High School students. This further described the social interaction of the respondents. To determine the reason why they keep on being absent in class, the inferential research design was used. Twenty Grade 11 and Grade 12 residents responded to the set of researcher-structured questions.

RESULTS

Among all the causes presented, physical factors are the primary reason why students are absent from their classes. The distance of their houses from the school is the leading factor in this category. Personal attitudes, classroom atmosphere, health, and teacher-related factors reasons follow in that order. The least reason they have given is related to their home-related factors. The top reasons of student absenteeism are 1) Distance of house from the school, 2) Noise inside the classroom, 3) Not making of assignments, 4) Waking up late, 5.1) Influence by friends, 5.2) Preoccupied with household chores, 6) Headache, 7.1) Can't understand the lessons, 7.2) Uncomfortable classroom, 8.1) Stomachache, and 8.2) No money to buy snack.

DISCUSSIONS

The results have shown that decreasing student absenteeism is a task that will take all stakeholders working diligently on a problem to find a solution.

KEYWORDS: Absenteeism, Senior High School Students, Sangbay Integrated School

SUBMISSION ID: R002-QUIRIN-0087

Causes of Absenteeism and Tardiness among Students of Gulod Senior High School

Cristian Aurellana, Gulod Senior High School

(Adviser: Leo Javiña)

Abstract

INTRODUCTION

Absenteeism and tardiness have become a habit of some students nowadays that can lead to more serious problems affecting their academic performance. In this study, the researchers aimed to explore and to reduce chronic absenteeism and tardiness among students of Gulod Senior High School and to find an appropriate answer to the problem. It will help the students realize the importance of attendance in school and how to avoid being tardy. Students must complete all assignments, examinations, and other requirements in all of their courses. Absence and tardiness do not constitute an exception from such obligations, and students must be aware of this.

METHODS

The respondents of the study were the 70 students and 10 teachers from Gulod Senior High School, Division of Batangas City. The researchers used the descriptive type of research with a research-made questionnaire as the major instrument in gathering the data. A statistical tool such as t-test and weighted mean were used to analyze and interpret the data.

RESULTS

The respondents stated that the most common reasons for student absenteeism and tardiness were connected to the school environment and lack of interest in studying. The data gathered lead to proposed intervention activities to reduce chronic absenteeism. Results showed that there is a significant relationship between the student's absenteeism and tardiness and their academic performance thus reducing chronic absenteeism and tardiness is timely and essential.

DISCUSSIONS

The results demonstrate that absenteeism and tardiness can negatively affect the academic performance of the students whereas high attendance rates can improve student's performance in a variety of classroom settings.

KEYWORDS: absenteeism, tardiness, academic performance

SUBMISSION ID: R04A-BATANC-0357

Causes of Absenteeism of Grade III Pupils in Parang Elementary School

Jovelinda Nuval

Abstract

INTRODUCTION

It is observed that many Grade III pupils incur absences at least once a week. It is for this reason that this study was conducted to determine the causes of absenteeism of the pupils and to find solutions to this problem to minimize, if not eradicate, the problem of absenteeism among Grade III pupils in Parang E/S.

School absenteeism is one problem a teacher may have to tackle in one school year. Its effects include low performance in school, non-acceptance by peers, and inability to join school activities which may further result in the dropping out of the student.

METHODS

This study was conducted using the descriptive survey method. Students were asked to answer a questionnaire. This questionnaire was prepared to gather data on the study.

RESULTS

Being lazy is an attitude that may be acquired as one grows up in an environment where laziness is tolerated. Helping children understand that lazy people will never achieve great things in life.

Students should be taught to become more responsible. They should be taught that education is coupled with responsibility. If they really want to learn, they must do their part.

Teachers should inculcate in their minds the importance of education. Their success in school is dependent on their personal attitudes. Positive attitudes will motivate them to love going to school in spite of discomforts. Negative attitudes will prevent them from going to school in spite of good factors.

DISCUSSIONS

The personal attitude which is being lazy to go to school is the most prevalent reason for absences in the school of Grade III pupils. This is the one reason which is hard to solve since it requires a change in the personal character comes from within one's self which is at the time no longer within the bound of teachers.

KEYWORDS: Absenteeism, eradicate, chronic

SUBMISSION ID: R04A-CAVITP-1258

Causes of Anxiety in Research Presentation among the Selected Grade 12 Students of Lumampong National High School, Indang, Cavite (AY2019): Basis for ASK-ROPE Project

Flemhar Enriquez, Lumampong National High School, Senior High School

Abstract

INTRODUCTION

Research oral presentations commonly create anxiety more than excitement in most student-researchers in spite of the mock defense and disseminated possible questions. This study delved on the feelings and experiences of the student-researchers before and during the research oral evaluation; determined the causes or reasons for their anxieties; and identified how they intend to overcome them.

METHODS

This is a quantitative descriptive study. It randomly surveyed 50 grade 12 students in Practical Research 2 under the researcher's classes after their research oral presentation in December 2018. A questionnaire was used as an instrument in data gathering. The collected data were analyzed and interpreted using frequency count, percentage, and ranking.

RESULTS

Results showed that prior to the research oral evaluation, student-researchers experienced panic, fast pulsating heartbeat, strong nervousness on the thought of speaking in a group, sleepless nights, communication apprehension and dry mouth, increase in blood pressure and perspiration, stiffness of the muscles and feeling sick or ill. Further, in the actual research presented, they experienced nervousness in front of the panel of evaluators, wet shivering cold hands, trembling knees and legs, difficulty in breathing, sweatiness and the feeling of collapsing.

These anxieties were caused by fear of committing mistakes, mental block, lack of self-confidence, fears of the audience, getting low grades and hearing negative feedback. Further, results indicated that lack of English language facility and preparation, authoritative panel and low self-esteem intensified the apprehensions. Finally, deficiencies such as lack of knowledge in an oral presentation, lack of mastery of the output and motivation were also minimal contributing factors.

Student-researchers affirmed overcoming these inhibitions by learning to be focused and relaxed, knowing the best research presentations strategies, devoting time for practice, mastering the output content, brainstorming and consulting competent public speakers.

DISCUSSIONS

Results call for students to have a more proactive attitude towards Research. They must have consistent simple practical communication skills and nurturing knowledge should be reframed or redirected to them. Group or individual exposures to oral presentations would serve as gradual training. Exploration of the degree of their anxiety, orientation on Research's perks and privileges to stimulate motivation, appreciation, and value for research oral presentations should be taught and be made aware.

KEYWORDS: research oral presentation, anxiety, senior high school students, Lumampong National High School

SUBMISSION ID: R04A-CAVITP-0791

Causes of Drop-out of Selected G7 Students of Lumil NHS and the Preventive Measures to Remedy the Problems

Leonor Sernio, Lumil National High School

Abstract

INTRODUCTION

Dropping out is one of the most common problems in the academe. It is commonly referred to as a student quitting school before he or she graduates. Alvaro (2016) stated several reasons why dropping out is happening in an institution. These include bullying, employment, and other academic factors. This study was conducted to identify the causes of dropping out among selected G7 students as well as the preventive measures to remedy the problems. The researcher wanted to establish and apply the possible reasons for dropping out and the possible ways to lessen such cases.

METHODS

The study used qualitative and quantitative approaches. The qualitative aspect focused on the interview and focused group discussion among selected g7 students. The quantitative aspect included the correlation between the rate of dropping out and the preventive measure used. Moreover, purposive sampling was used in the study because only the students with a high chance of dropping out were selected. They were determined through their daily attendance.

RESULTS

The results revealed that the common causes for dropping out were the following: poor health, family factor, economic factor, and school factor. It also showed that these factors are interrelated to each other, meaning one would cause one. In school factor, it is revealed that the number of hours in school and lack of extracurricular activities were considerations in students' drop-out rate. Further, home visitation and counseling have the highest correlation with reducing the drop-out rate. Thus, the study concluded that these preventive measures were effective.

DISCUSSIONS

The results revealed that dropping out of students was rooted in many factors and the institution might do something about it. Home visitation and counseling are effective ways to mitigate the high drop-out rate that schools are experiencing.

KEYWORDS: Causes of Dropping out, Remedy

SUBMISSION ID: R04A-CAVITP-0408

**Causes of Early Pregnancy among Selected Students in All Levels of
Open High School Program in General Mariano Alvarez Technical
High School 2017 - 2018**

Ma. Charlotte P. Nueva, GMATHS
(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

The study tried to uncover the causes of early pregnancy among the students of General Mariano Alvarez Technical High School enrolled in the open high school program for the school year 2017 - 2018.

METHODS

To gather the needed data, the researcher used purposive sampling, interview and descriptive method of research. The respondents of the study were teenage mom students enrolled in the open high school program of the school who were willing to answer the questions honestly. The researcher used a recorder to record the oral responses to be sure that no single detail was left out.

RESULTS

The result of the study showed that the root causes of teenage pregnancies were lack of sex education, parental guidance, depression, stress, family problem, peer pressure, curiosity, broken family, and rebellion to parents. Majority of teenage moms considered teenage pregnancy a mistake and also a blessing.

DISCUSSIONS

The findings of the study showed that the respondents experienced difficult times in handling the situation they are in. The study also showed that parents still extended support to their daughter despite the mistakes they made. Programs that will help prevent teen pregnancy should be created by the school thru the guidance office with the parents as partners.

KEYWORDS: EARLY PREGNANCY, OPEN HIGH SCHOOL, GMATHS, STUDENTS,

SUBMISSION ID: R04A-CAVTP-0659

Causes of Misbehavior of Elementary Graders in their Classes in Cogonan Elementary School

Laarni Villegas & Leoncia Sobrado, Batangas Researchers Association For
Value-Driven Education

Abstract

INTRODUCTION

This research aims to identify the causes of misbehavior, the strategies employed to lessen them, the intervention programs to improve the students' behaviors at Cogonan Elementary School and its implication to other schools with the same problem. In the current scenarios of CES teachers during their discussion, some pupils did not do their task or were not focused on class discussion.

METHODS

To achieve the objective of the study, the researchers used descriptive research design. The researchers used a questionnaire to evaluate the occurrence of students' misbehavior at Cogonan Elementary School. After the problems were identified, the title was formulated; a statement of the problem was used with 6 research problems.

RESULTS

Findings revealed that seeking attention is the most prevalent cause of misbehavior among pupils in Cogonan Elementary School. Moreover, giving recognition or award is the best strategy to lessen misbehavior among pupils. The intervention activity used by the respondents to improve behavior is largely home visitation. A behavioral plan is designed by the researchers.

DISCUSSIONS

Based on the findings of the study, it has been recommended that teachers should provide different activities to address the needs of pupils to avoid misbehavior. Teachers should provide more strategies and approaches to lessen the misbehavior of the pupils. Likewise, teachers should provide intervention for the problem.

KEYWORDS: Misbehavior, education, attention, descriptive

SUBMISSION ID: R04A-BATANP-0407

Causes of Pupils Absenteeism in San Luis Elementary School in the School Year 2017 - 2018

Lanie Maranan, Mathematics Coordinator & Susan Magpantay, Science Coordinator
Emily Malleon - Nutrition Coordinator

Abstract

INTRODUCTION

One of the most annoying experiences for teachers is when students are absent. We prepare lesson plans with the objective that 100% of the class will learn from the day's classroom activities. It is most satisfying when all students are present on that day and the days thereafter, ensuring maximum learning. Absenteeism also affects the teacher's ability to present classwork in a sequential and organized way. This can have an effect on the progress of all the students in the class. Families of habitually absent students can also suffer. For a poverty-stricken family, it may mean a continuation of the poverty and unemployment cycle that may run in the family.

It is the aim of every school to lessen, if not eradicate, absenteeism among its students. One way of addressing this problem is to identify the causes of absenteeism. Once they are singled out, understood, and analyzed, these issues may be addressed with specific actions and measures. This will eventually result in the better performance of the students, teachers, and the school in general.

METHODS

The Descriptive-Survey method of research was used in this study. According to Estolas and Boquiren, descriptive research is a study that can obtain facts about existing conditions or detect significant relationship between current phenomena. It describes and interprets prevailing condition or relationship that exists or does not exist, practices that prevail or do not, beliefs or points of view or attitude that are held, processes that are going on or otherwise, effects that are being felt, or trends that are developing.

RESULTS

The causes of pupil's absenteeism at San Luis Elementary School in all 6 aspects obtained the following weighted mean respectively: Physical Factors (weighted mean = 1.04); Health (weighted mean = 2.4); Personal Attitude (weighted mean = 1.91); Teacher-Related (weighted mean = 1.38); Classroom Atmosphere (weighted mean = 1.77); Home-Related (weighted mean 1.52). The whole respondents are agreeable with an overall weighted mean of 1.67.

DISCUSSIONS

Among all the causes presented, health is the primary reason why students are absent from their classes. Flu/ fever is the leading culprit in this category. Oral health, which according to the Department of Education is the main reason why pupils are absent, is just third among the reasons cited by the responding students. Classroom atmosphere, personal attitude, teacher factor, and home-related reasons follow in that order.

KEYWORDS: Absenteeism, pupils, attendance

SUBMISSION ID: R04A-BATANP-1576

Causes of Truancy among Grade 10 Students: Basis for a Proposed Intervention Program to Address Truancy at Kawas National High School

Rizza Balanay, Department of Education

Abstract

INTRODUCTION

Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent. Chronic truancy (frequent unexcused absence) is a strong predictor of undesirable outcomes in adolescence, including academic failure, dropping out of school, substance abuse, gang involvement, and criminal activity.

METHODS

This study employed a descriptive research and development method (R&D) and it made use of a researcher-made questionnaire. Percentage and mean was used to treat the data gathered.

RESULTS

It was found out that most of the truant students were boys and were the middle child among their siblings. They were living with two-parent families and most of their parents were on the elementary of their educational attainment. Furthermore, not having any assignment is always the reason why they leave their classes without permission.

DISCUSSIONS

Inasmuch as more number of the parents of the Grade 10 truant students were on the elementary level, it is recommended that a program of activity related to encouraging parents to support the education of their children be made. Parents are found to be the greatest influence in the life of their children, therefore it is suggested that they should not be the instrument in letting their children miss classes in school. Teachers and school administrators should be patient in finding ways and means to motivate children to go to school regularly.

KEYWORDS: Truancy causes

SUBMISSION ID: ducation

**CCNA (Curricular Content Needs Assessment) of the Science Teacher
in Pacheco Elementary School: A Basis for Learning Action Cell (LAC)
for the S.Y. 2018-2019**

Marilyn Jugo, Pacheco Elementary School

Abstract

INTRODUCTION

This action research focused on determining the curricular content needs of the teachers in Science and from the results, a learning action cell (LAC) would be formulated to address the teaching difficulties encountered. This research-based action was conducted in Pacheco Elementary School to help build a structure for the remediation process that the teachers were about to enforce by that time.

METHODS

The descriptive method was utilized in this action research and the data came from the results of the Development Plans (DP) of the Individual Performance and Commitment Review Form (IPCRF) and the Least Mastered Competency on Learners Outcome Assessment (LOA). The researcher had performed a documentary analysis of the 12 teachers and to analyze the results, the percentage was utilized to summarize the results.

RESULTS

The target teacher-participants were mostly female with a percentage of 91.6% or 11 whilst the males were only 8.3% or 1. Based on the DP-IPCRF, all of the teacher-participants wished to develop their teaching competency -Objective 3, KRA1 or "To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills." On the other hand, the core behavioral competency - development needs were "innovation particularly on conceptualizing "out of the box' ideas/approach." With respect to the Least Mastered Competency (LMC) on the Learners Outcome Assessment (LOA), the majority concentrated the code: S6LTIIa-b-1 or "explain the organs of each organ system work together" and the code: S6MTIIe-f-3 or "determine the distinguishing characteristics of vertebrates and invertebrates."

DISCUSSIONS

The above findings imply that the teaching competency development area of the Science teachers is Objective 3, KRA1 or "To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skill," and this is contextualized with two particular curricular needs which are the code: S6LTIIa-b-1 or "explain the organs of each organ system work together" and the code: S6MTIIe-f-3 or "determine the distinguishing characteristics of vertebrates and invertebrates." These results will be the bases of the learning action cell (LAC) that would be developed to ensure a higher probability of achievements of the remediation program.

KEYWORDS: curricular content needs, development plans, least mastered competency

SUBMISSION ID: R04A-CAVTP-1545

CEIFFOINT: A Computer Game to Level Up the Performance of Grade 7 Students in Adding and Subtracting Integers at WTMNHS

Aleander Francisco & Lea Tolentino, Teacher I

Abstract

INTRODUCTION

For some students, one of the most difficult subjects is math. They have confusion in the four fundamental operations of integers so they find it boring. In some cases, they failed to pass the evaluation despite hard work and effort from the teachers. Most students are confused about adding and subtracting integers. Some possible reasons are the perception of students in mathematics and the strategy of the teacher. Thus, the innovation for this problem was a computer game entitled "CEIFFOINT" together with its proper implementation on the K to 12 curriculum program.

METHODS

The study used an experimental method of research wherein the researchers manipulated the experimental group of 30 students and the control group of 30 students. The control group was taught using the traditional method (chalk and talk) while the experimental group was taught using computer game (eLearning Material). The researchers handled the two groups during the experiment period. The researchers believed in the positive use of ICT in teaching mathematics. The findings of the study shall benefit the Mathematics department and other math teachers to promote that learning mathematics is fun and easy. The researchers assured that they treat the respondents and their information with the utmost confidentiality.

RESULTS

This study found that the performance of Grade 7 students in adding and subtracting integers was low. This study proved that CEIFFOINT was effective because there is a significant difference between the post-test of the experimental and the control group. The respondents agreed that CEIFFOINT boosted their interest in doing the activity because of its attractive user interface compared to the traditional way of presenting activities in mathematics (chalk and board). It also encouraged the learners to focus, think, and answer fast to beat the time allotted to each question.

DISCUSSIONS

This research was confined to the investigation of the effectiveness of CEIFFOINT to level up the performance of Grade 7 in adding and subtracting integers at Wenceslao Trinidad Memorial National High School. This study also found that there is a significant difference between the pre-test and post-test scores of the control group and the pre-test and post-test scores of the experimental group.

KEYWORDS: CEIFFOINT, ICT, eLearning Material, chalk and talk

SUBMISSION ID: R04A-BATANP-1607

Chalks out of Eggshells

Minerva Cueto

Abstract

INTRODUCTION

The research on the production of chalk out of eggshells was conducted to harvest quality dustless and long lasting chalk. This will be compared with the currently commercialized chalks sold in the market. The chalk out of eggshells is used for schools or any educational aspects or even at home.

METHODS

The production of this article that has been tested by the researcher strictly followed the procedures. First, she collected eggshells, then boiled it until it opened. It was crushed into a powder ready to be processed and made to different figures. Then, the production of the product was accomplished and tested on its quality and strength. Data on the successful product were tested and was finished accurately. Results showed that the said finished product, made from eggshells, is comparable in terms of appearance and quality.

RESULTS

The investigation was intended to produce chalk by crushing the eggshells. It can be a useful and eco-friendly product and can contribute excellently to our community. Through this research, the researcher studied the characteristics of eggshell and examined that it can be a great specimen in our investigatory project.

DISCUSSIONS

On the experiment to produce a fine product from eggshell, I discovered that eggshells have specific properties and structures: that it is one of the stepping stones for success for a product that is comparable to any commercial products that are the same in terms of quality and durability. The researcher discovered that eggshells have an amazing quality as an alternative to the common ingredient of chalk. She highly recommends using this finished product because aside from its cheapness, it is also easier to produce, eco- friendly, recyclable and has the potential to make our study easier and clearer.

KEYWORDS: chalk, eggshells, eco-friendly, quality

SUBMISSION ID: R04A-BATANP-2077

Challenge on Handling Different Component of Technology and Livelihood Education: The Case of Public Elementary School Teacher

Marelin Villanueva

Abstract

INTRODUCTION

Teaching is one of the most complicated jobs in the Philippines today and teaching the subject Technology and Livelihood Education (TLE) is even more challenging than any other subject from the K-12 curriculum.

TLE is a set of subjects included in the elementary school curriculum. It is synonymous to Edukasyong Pangkabuhayan at Pangkaunlaran (EPP) which has four components: Home Economics, Agriculture, Industrial Arts, Entrepreneurship and Information and Communication Technology (ICT). Hence, this study aimed to determine the challenges met by the TLE teachers of San Miguel Elementary School.

METHODS

This study was undertaken to determine its depths and how the researcher can be of help to the TLE teachers to overcome problems. By working out recommendations, the burden of TLE teachers, especially in using remedial pressure in the absence of facilities or equipment, would be lessened.

RESULTS

Based on the study, teachers met these difficulties in teaching the four components in EPP:

No laboratory shop

Lack of tools and equipment

50% of the available materials in a school are no longer functional

Lack of relevant seminars and training for TLE teachers

DISCUSSIONS

The researcher found out that the teachers of EPP/TLE need a laboratory shop room, tools, additional equipment, and materials so that the teaching and their teaching activities will be more challenging and effective.

KEYWORDS: Challenging on Handling different component of TLE/EPP

SUBMISSION ID: R04A-CAVITP-1708

Challenges and Coping Mechanism of Students with Broken Families of Wenceslao Trinidad Memorial National High School

Sonny Boy Juane, Department of Education

Abstract

INTRODUCTION

The focus of this study is to identify the challenges and coping mechanism of the students of Wenceslao Trinidad Memorial National High School who are living with broken families to see how these affect the students in terms of the social, academic, financial, emotional, social, psychological, spiritual aspect.

METHODS

A narrative qualitative method was used. Using a qualitative approach, the researcher conducted one-on-one discussions with 12 students with broken families of Wenceslao Trinidad Memorial National High School to identify their challenges.

RESULTS

The findings revealed that WTMNHS students living in broken families have a lot of untold stories. They are struggling in the social, academic, financial, emotional, and psychological aspects but they managed to cope with these challenges because of their spiritual aspect.

DISCUSSIONS

The results demonstrate that students living in broken families are struggling in social, academic, financial, emotional, and psychological aspects. Spiritual aspect has a coping mechanism that helps students deal with their challenges in life. This study gave a clue for the ESP Department in creating program/s that will intentionally show the students with broken families that God is the Father to the fatherless.

KEYWORDS: challenges, mechanisms, aspects, broken families

SUBMISSION ID: R04A-BATANP-1378

**Challenges and Coping Strategies of Learners with Separated Parents:
Basis for the Creation of Peer Support Group**

Hazel Jimena

Abstract

INTRODUCTION

Nowadays, many are involved in a broken family. Even countless studies show that child's misled life can be blamed to separated parents (Eshica, 2010). In Lun Padidu National High School, in the School Year 2017-2018, the guidance advocate was able to interview 737 learners for data gathering purposes and found out surprisingly that 106 learners are products of separated parents. Thus, this concern aroused the interest of the researcher to find out their challenges and coping strategies in overcoming this predicament and to create an intervention program that would address their needs.

METHODS

The research design was purely qualitative exploring multiple-case of fifteen (15) participants from Grades 9 and 10 through semi-structured questions to hear their untold stories. Semi-structured questions were utilized to explore the life and challenging experiences and the coping strategies of the participants. (Corbetta, 2003).

RESULTS

Based on the interview, the most challenging experience of learner having separated parents are expressed in two themes: witnessing parental conflict and emotional deprivation. While the coping strategies of learners with separated parents were classified into two themes: solution-focused strategy and emotion-focused strategy. Eight out of fifteen participants engaged in smoking, alcohol abuse, and early engagement with the opposite sex. While seven of them get into sports, prayer seeking advice from adults, and focus on studies. The result suggests the need for the creation of Peer Support Group as clearly stated by participant number 15 , "...even though we are product of broken family, the school must let us feel that we have a family in here to support, accept us, and have someone to be called mother and father."

DISCUSSIONS

It was revealed that the participants have been greatly devastated. But to survive, they responded by using solution-focused coping strategy and/or the emotion-focused coping strategy that they believe could help them feel comforted and supported. The study suggests the need for the creation of Peer Support Group be facilitated by trained adult volunteers coming from the faculty and staff and other stakeholders who would like to impart their knowledge, skills, and monetary support partnered with some learner volunteers who will commit to supporting this peer group.

KEYWORDS: Challenges, Coping Strategies, Peer Support Group, Parents' Separation

SUBMISSION ID: R012-SARANG-0027

Challenges and Opportunities on the Implementation of Special Programs in Surigao City National High School

Mark Duhsen A. Opiasa
(Adviser: Ronald Allan Arcayera)

Abstract

INTRODUCTION

Quality education is viewed as any country's pillar of success. One special feature of the educational system here in the Philippines is the offering of special programs to address the varying needs and skills of the students. The Bureau of Curriculum Development ensures that relevant, responsive, and effective basic education curriculum is focused and developed appropriate to all types of learners in school. With this, special programs are created and offered in schools where students can also enroll in journalism, arts, sports, and other fields they are comfortable with. However, certain problems are faced by teachers such as the lack of instructional materials and their needed resources to support the needs of these students.

METHODS

The study used a case study which aimed at analyzing the challenges and opportunities on the implementation of Special Programs in Surigao City National High School (SCNHS). Select students, teachers, Principal, and Special Programs Focal Persons were interviewed. The interview guide was used to generate and support the data. Content analysis was used in treating the data gathered from the stories shared by the informants.

RESULTS

The results of the analysis generated three important themes which include: (a) the needs of the school in implementing Special Programs in SCNHS include equipment, textbooks, and training place, (b) the specific challenges encountered by the students of special program include unacceptable absences among students representing the school for competitions and selection of skilled students; (c) opportunities that the students can grab like free miscellaneous, costumes, and the benefits it gained for honing their confidence and self- esteem.

DISCUSSIONS

Certain problems were faced by students and teachers. As of now, the school needs improvised equipment like sound system, microphones, studio, and balls. As to the admission, the school should orient parents and students on requirements like the general average of 85 and above, entrance examination to fit the students in their specialization and the experience or skills that they had in their elementary days. On the other hand, teachers should be considerate during students' absence due to their participation and competitions. As to the opportunities that the students can get, these include free uniforms and free costumes used for performances. Because of these, students were able to develop their skills to represent the school for the competitions.

KEYWORDS: Special Programs, Skills, Strands

SUBMISSION ID: R013-SURIGA-0001

Challenges and Strategies in Teaching Children with Learning Disabilities: Basis for Behavioral Modification Intervention

Vincent Carlo Digal, Department of Education

Abstract

INTRODUCTION

Educating children with special needs in the Philippines reveals a difficult challenge. Educators, as key figures in the successful implementation of education policies and competencies in this field, are of utmost importance and play a vital role in the implementation of Special Education classes. Inability to assess the pupil's strengths and weaknesses and lack of expertise in handling varied behaviors and strategies minimize and lessen the achievement level among pupils. This inspired the researcher to suggest recommendations and an intervention program for all Special Education teachers to enhance their services by modifying the challenges and identifying the strengths and weaknesses of teaching strategies.

METHODS

The researcher used a teacher-made survey questionnaires. These were used to measure the level of teaching strategies and the extent of how teachers assess Educational Services for children with learning disabilities. The questions were focused on the challenges in the teaching processes such as lesson and materials preparation, actual teaching, evaluation and dealing with children with learning disabilities through different teaching strategies.

RESULTS

The following conclusions are generated from this study: 1) teachers generally encountered challenges and problems in handling children with special needs inside the classroom like lack of expertise in instructional supervision, lack of funding resources to support teaching-learning process, and insufficient supplies of textbooks; 2) respondents perceived that there is a significant difference between encountered challenges in special education, teaching strategies, and pupil's performance; 3) this study also perceived an assessment on the respondents' result that a Behavioral Modification Intervention focusing on classroom challenges and enhancing strategies can be given to children with learning disabilities to cater to their special needs.

DISCUSSIONS

The results demonstrate the need for a Behavioral Modification Intervention that would address the problem in teaching children with special needs. This requires directed individualized and intensive remedial instruction. In view of the effect of teaching strategies, Individualized Interventions must be given, directly targeting specific learning difficulties in instruction, resulting in better learning and life skills outcomes for children with disabilities.

KEYWORDS: Behavioral, Modification, Intervention, disabilities

SUBMISSION ID: R04A-BATANP-1809

Challenges and Strategies of Science Teachers in the Implementation of Teacher Field Specialization Approach

Marivic Pujalte, Department of Education, GNHS

Abstract

INTRODUCTION

The Teachers Field Specialization (TFS) Approach is an alternative teaching approach practiced in Guinayangan National High School wherein a teacher is assigned to teach his field of specialization and focus only on a specific subject area in Science. The study considered the challenges encountered by the Science teachers in the implementation of the TFS approach, the strategies they employed in coping with the challenges, and their recommendations to strengthen its implementation.

METHODS

A qualitative design was utilized. Focus Group Discussion (FGD) was the main method used for data gathering followed by clarificatory interviews. Open selective coding and analyzing the data gathered were amply employed.

RESULTS

The teacher-participants encountered considerable challenges in terms of class schedule, grading system, curriculum structure, curriculum content, and instructional materials. The Science teachers need to be flexible in time, learn proper time management and to attend training, seminars, and workshops aligned in their field of specialization. Prioritization of science subject in the preparation of class and teachers' schedule will resolve inappropriateness of time for science learning. Science teachers need to devise uniform and general criteria for rubrics, monitor regularly the student's progress, the conduct of remedial classes, and provision of additional works when a significant change in students' rating happens. A proposed Enhanced TFS Implementation Program was introduced.

DISCUSSIONS

Science teachers need to practice flexibility and willingness to accept changes in the number of loads and teaching schedule, regular monitoring, improvisation of materials, and time management. School Heads need to adapt the program as a school policy, ensure and maintain sufficient number of Science teachers, devise a general criteria for rubrics applicable for all subject areas in science, prioritization of science classes, encourage teachers to attend seminars and workshops aligned to their field of specialization, and assign a team of experienced and novice teachers per grade level for effective peer mentoring. Students need to be cooperative and attentive in every topic to improve performance, achieve better mastery of the subject, and acquire higher learning competencies.

KEYWORDS: challenges, enhanced TFS Implementation program, strategies

SUBMISSION ID: R04A-QUEZON-0316

Challenges Encountered and the Performance of Grade 3 Teachers in the Implementation of K - 12: Basis for Plan of Actions

Christine Zara, Department of Education

Abstract

INTRODUCTION

The purpose of the study was to find out the challenges encountered and the performance of Grade 3 teachers in the Division of Lipa City after the K - 12 implementation. The challenges encountered by the teachers serve as the main focus of the study along with other fields of inquiry such as the medium of instruction, lesson planning, learning by doing approach, availability of instructional materials, and monitoring of progress and failure of pupils. On the other hand, for the performance of the teachers, it is in terms of communication, instructional presentation, instructional materials, and equipment, classroom and time management, professional knowledge, assessment and adherence to K - 12 curriculum were identified. Findings will be used as the basis for a plan of action.

METHODS

It employed the descriptive and inferential methods of research in analyzing the data. The study used 155 Grade 3 teachers from the 57 elementary schools in the North, East, West and South Districts from the Division of Lipa City, Batangas. The focus of the study is on the teachers who had implemented the K-12 curriculum to the Grade 3 pupils for the whole school year of 2014 - 2015. To analyze and interpret the data gathered from the respondents, the researcher used the following statistical treatment of data: frequency count, percentages, ranking, and weighted mean.

RESULTS

The study revealed that the perceived challenges that the teachers are facing in the implementation of K - 12 do not affect their performance. There is no significant difference in the assessment of the teachers on the challenges encountered in the implementation of K - 12 across the different districts in the Division of Lipa City and there is no significant difference in the assessment of the school head - respondents on teachers' performance in the implementation of K - 12 across the different districts in the Division of Lipa City. However, as educators, it is necessary to follow and adjust to the different challenges to improve their level of performance.

DISCUSSIONS

Based on the findings, it is recommended that teachers should coordinate with the Department of Education and administrations to lessen the challenges that they may encounter. Training and continuous close monitoring method can help them improve their level of performance.

KEYWORDS: challenges, performance, K - 12 curriculum

SUBMISSION ID: R04A-LIPAC1-0053

Challenges Encountered by Elementary Teachers Using Ict Tool for Learning and Instruction in Selected Public Schools of Padre Burgos District, Padre Burgos, Quezon Province

Jocelyn S. Sagun, Lotchie P. Peralta, & Mercedita A. Edea, Yawe Elementary School, Teacher III

Abstract

INTRODUCTION

The use of ICT in the classroom is very important to keep abreast with the latest trends in education and to provide opportunities for learners to learn to operate in an information age. While the use of ICT tools continues to advance in many parts of the globe, the Philippines, especially in rural and remote areas, still experience a lag in its implementation. Such situation continues to widen the digital and knowledge gap between us and other highly developed countries in the western world and other parts of Asian countries.

This study is very important to the issue of technology adoption in the classroom. We desire to know exactly the barriers encountered by teachers in this field.

METHODS

Multiple methods were used. We utilized the descriptive-assessment-survey method of research with the application of cross-sectional research study. It is a measurement process using a highly structured interview. In this study, cross-sectional research type was used. Simple random sampling technique was also conducted. This type of sampling was used for the selection of 50 respondents.

RESULTS

Teacher-level challenges in the use of ICT tools for learning and instruction are considered moderately serious by teachers. Lack of teacher competence is considered the primary reason for the failure of teachers in using ICT tools followed by their lack of confidence in using ICT tools and resistance to change and negative attitude towards ICT tools. School level challenges are also considered moderately serious challenges encountered by teachers in using ICT tools for learning and instruction. As proof, they encountered a lack of instructional time, making little use of technologies. Other challenges that teachers encounter can be further explored in another study. Providing ICT allowance is very much necessary to ensure their religious and faithful utilization of ICT tools.

DISCUSSIONS

The results demonstrate the great need to raise the level of utilization of ICT tools among teachers. By modernizing school technology, better quality education services will be provided to the pupils. Younger people who need educational services may be provided with the education they need as faster, more conveniently, more efficiently and more effectively as possible. More children will be provided with quality education due to complete modern school technology needed. This will save and give hopes to pupils who need attention and help.

KEYWORDS: cross-sectional research, descriptive assessment, ICT tools

SUBMISSION ID: R04A-QUEZON-0369

Challenges Encountered by Grade 12 Students of Taal Senior High School in Writing a Research Paper: Basis for Proposed Action Plan

Diana Lyn B. Habungan, Taal Senior High School

Abstract

INTRODUCTION

Most of the time, research work is found to be tedious and very tiring work to do; however, teachers and students cannot get away from this because it is an academic requirement. In the K to 12 curriculum, senior high school students have to take the subjects Practical Research 1, Practical Research 2 and Inquiries, Investigations and Immersion. In all of these subjects, the students are required to produce a research paper - either qualitative or quantitative. Hence, this paper aimed to determine the challenges encountered by the students in writing a research paper and to propose an action plan for strengthening students' engagement in research and for developing a research-driven environment.

METHODS

The researchers used the descriptive method of research. The respondents of the study were the Grade 12 students of Taal Senior High School. There were a total of sixty respondents identified using random sampling method. A questionnaire was used as the data gathering instrument while the weighted mean was used as the statistical tool to treat the data.

RESULTS

Based on the results of the study, it was found that the students are aware not only of the practicality but also of the difficulty of conducting research. The student-respondents strongly agreed that it is difficult to write a research paper because of financial problems, unavailability of resources and time constraints. It was also revealed that the students encountered challenges in writing each chapter of a research paper, specifically in providing good research problem or questions and writing questionnaire. This is said to be attributed to the inadequacy of books, journals, and theses also perceived by the respondents as a challenge. Moreover, the respondents agreed that the lack of skills in performing appropriate statistical treatment of data is also one of the challenges they faced when conducting research.

DISCUSSIONS

The results demonstrate the need for an action plan that will help students improve their skills in research writing. The researchers proposed a research writing seminar-workshop for the students. The main goal of the seminar is to prepare the students for research project requirements. It will focus on three topics: 1.) formulating research questions or statement of the problem, 2.) questionnaire as a data gathering tool and 3.) statistical tools in research.

KEYWORDS: research, challenges, research writing

SUBMISSION ID: R04A-BATANP-0070

Challenges Encountered by Master Teachers in Conducting Action Research

Dionaliza C. Azarcon, Department of Education

Abstract

INTRODUCTION

Conducting action researches are the most important activities for bringing changes and improvements in the teaching-learning process. The gap, however, is that most teachers admit they lack interest in conducting action research. Although there is annual conduct of action research training and seminars, teachers are still reluctant to conduct for a few reasons like the lack of time, workload pressure, and other administrative work. Therefore, the researcher examined this field to make an intervention and improve the interest of teachers in conducting action research to highly improve the quality of teaching and learning process.

METHODS

The researcher used the descriptive-survey method. Sixty-five master teachers of CarCanMadCarLan area were purposively selected to answer the adopted and modified questionnaire. The questionnaire consisted of the demographic profile of the respondents and the challenges encountered by master teachers in conducting action research. All the items followed a 5-point Likert scale format.

RESULTS

Most of the master teachers of the Department of Education stationed at CARCANMADCARLAN area were female, aged 51 years old and above, already 20 years and above in teaching, graduated with Bachelor's Degree and with Master of Arts units, differently specialized in other subjects and were teaching in Mega and Central type of schools. The average mean of the indicators such as attitude, functions and responsibilities, resources and references and crafting action research was 2.8, 3.53, 3.2, and 3.36 respectively. The response of the master teachers to the "ways to cope with the challenges encountered by master teachers in conducting action research" earned an average mean of 4.15 with a verbal description as agree. The study revealed that educational attainment has a significant relationship to the challenges encountered by master teachers in conducting action research.

DISCUSSIONS

The Department of Education has to deploy enough number of teachers to each school to lessen the teaching load of the master teachers so that they can conduct action research within the required period. They also have to instigate seminars, training, and workshops that would develop the analytical capacity and skills of the master teachers in conducting action research. The school administration has to initiate a School Learning Action Cell (SLAC) to give sufficient time for master teachers to conduct action research.

KEYWORDS: action research, challenges, master teachers

SUBMISSION ID: R013-SURSUR-0237

Challenges Encountered by Senior High School Students in their Research Undertakings

Jane Marie Leonares, GMATHS

Abstract

INTRODUCTION

The implementation of senior high school in the Philippines brought along the advancement of subject offerings. For grades 11 and 12, significant changes are the addition of applied subjects that are research driven, namely: Practical Research 1- Qualitative, Practical Research 2- Quantitative, and Inquiries, Investigations and Immersion, where the students can freely choose which of the two approaches, or the combination of both, they would like to use to come up with a sound research paper that will be of help to the society. This study seeks to determine the difficulties encountered by a senior high school class as they undertake researches in grades 11 and 12. It further seeks to identify the strengths and weaknesses of the implementation of the research curriculum in a classroom context in the perception of the students.

METHODS

Thematic Analysis was used to treat the behavioral data. Sub-themes were generated to facilitate data analysis and further specify findings. A researcher-made semi-structured questionnaire was utilized to gather data. 10 Grade 12 students, the research team leaders in the class, were chosen as respondents. The respondents belong to the pioneering batch of Senior High School. Since the perception of the students is behavioral, open-ended questions were used so as not to limit their responses.

RESULTS

The study has found out the following challenges that research students encountered: 1) Lack of basic research background from Junior High School, 2) Formulating a Topic, 3) Dealing with a research team, 4) Insufficiency of Resources, 5) Data Analysis and Treatment, and 6) Staying motivated in the course of the study. It also revealed that time management played a vital role in the completion of the study because research subjects were offered simultaneously with specialized and applied subjects. These also required term papers and reports and were sometimes due for submission within the same time frame.

DISCUSSIONS

The results revealed the significant need for the integration of basic lessons in research in junior high school years, suggestively among grades 9 and 10. The study also emphasized the need for Time Management Seminars for Senior High School students to help them cope with the new demands of the program which prepares them for higher education. Furthermore, a collaborative work plan among SHS teachers handling applied and specialized subjects could be designed and utilized to consider students' schedule of performances and work submission.

KEYWORDS: Challenges in research, research, education, Senior High School, difficulties

SUBMISSION ID: R04A-CAVTP-1505

Challenges Faced by Indigenous Grade Five Pupils in Learning Inclusive Education in Malitam Elementary School

Shiella Dinglasan, Kumintang Elementary School - District VI

Abstract

INTRODUCTION

Education has always been an identified priority concern, with the Indigenous Peoples Apostolates (IPAs) formulating their own programs or interventions depending on the availability of resources and other considerations. Inclusive Education is a learning environment where children with and without disabilities are taught together as equals. An inclusive approach to education insists on getting all children and youth into regular public schools and mainstream systems or private systems of equal quality and all illiterate adults into literacy programs. It is concerned with not only initial enrolment, regular participation, and grade promotion but also longer-term achievement through the quality of education provided. Education is not accessible for it requires both an analysis of the causes or drivers of exclusion and the proactive searching for, and targeted support to those excluded. It implies the restructuring of school cultures, policies, and practices to meet the diversity of the students.

METHODS

The researcher utilized the descriptive method of research visualizing the extent of challenges met by the indigenous pupils in learning inclusive education. Lesson plans and questionnaires were utilized as the main data gathering instruments. Collecting data is important to the validity of this study. At the beginning of the study, the researcher interviewed the respondents and gathered information about their success and failure.

RESULTS

The challenges encountered by the respondents were met to a moderate extent as revealed in the obtained composite mean of 2.32. Financial Problem was the challenge encountered most by the indigenous pupils, which ranked first and had a weighted mean of 3.79. Time allotted in teaching is limited, the classroom atmosphere is not conducive to learning, lack of proper motivation to arouse the interest of the pupils and culture differences were met to the least extent.

DISCUSSIONS

Challenges such as financial problem, weather conditions during the rainy season were met to a very great extent, while miscommunication of students and teachers, inadequate information, and availability of books which will answer the problems and difficulties of the pupils to catch up with the lesson are met to a great extent. The Badjao parents may attend seminars about home economics or livelihood education, with the help of non-government or government organization, to support their children's studies.

KEYWORDS: Indigenous People, Learning inclusive education, Badjao learners

SUBMISSION ID: R04A-BATANC-0425

**Challenges in Campus Journalism in the District of Padre Garcia SY
2015-2018: Basis for Enhancement Program**

Arlene Marasigan, San Felipe ES, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

The study aimed to determine the challenges in campus journalism in the District of Padre Garcia SY 2015-2018.

METHODS

The respondents were 40 school paper advisers from seventeen (17) public elementary schools from Padre Garcia District. The study used the descriptive method of research.

The main instrument used was a researcher - made questionnaire as a basic tool in gathering the needed data in the assessment of challenges met in campus journalism.

RESULTS

The school paper advisers differed significantly in their assessment on the challenges in campus journalism in terms of training and selection of staff, production of the school paper and funding, and selection of staff and funding. There were no significant differences in their assessment of the other variables.

DISCUSSIONS

There were significant relationships as perceived by the school paper advisers. With respect to other variables in terms of training and workshops, a number of teachers involved in the campus, the production of the school paper, and a number of teachers involved in campus journalism, there were no significant relationships between their profile and challenges in campus journalism.

KEYWORDS: CAMPUS JOURNALISM

SUBMISSION ID: R04A-BATANP-0109

Challenges in the Utilization of Visual Representations in Mathematical Word Problem Solving

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Abstract

INTRODUCTION

Word problem is a story problem and the students normally have to relate between the known and the unknown. Solving word problems in Mathematics is important but Mathematics teachers find that students struggle most when solving word problems (Miranda, 2016). This study aimed to determine the challenges encountered by the participants in utilizing visual representations in mathematical word problem solving and to develop procedures and procedural flow. Utilizing the visual representations in the implementation of Polya's steps, the findings of this study seeks to improve the quality of Mathematics education in the area of mathematical word problem-solving.

METHODS

The researcher utilized a qualitative research design to analyze the challenges encountered by the participants in utilizing visual representations in solving mathematical word problems. The researcher conducted overt interview wherein the participants were interviewed one by one. The transcript of interviews was considered in the analysis of the challenges encountered by the participants in solving mathematical word problems.

RESULTS

The challenges encountered by the participants in utilizing visual representations in mathematical word problem solving were labeling, drawing skill, analysis of the problem, and identifying the formula to be utilized. Participants also encountered problems in synthesis, time consumption, analysis of the drawing, checking, decision making, identification of the given, language, redrawing the drawing, and stress. One of them stated that she does not have problems in utilizing visual schematic representation and two of them stated that they did not have problems in utilizing or pictorial representation. This is due to their own comprehension skills of the problem.

DISCUSSIONS

Based on the findings of the study, procedures and procedural flow that contains procedures on the utilization of visual representations in the implementation of Polya's steps was devised to help students improve their skills in mathematical word problem-solving. The procedures and procedural flow in utilizing visual representations in solving different mathematical word problems developed by the researcher cover 6 topics which have word problems that the users need to solve with the aid of visual representations.

KEYWORDS: challenges, word problem solving, procedures and procedural flow, visual representations

SUBMISSION ID: R04A-QUEZON-0323

Challenges of Electrical Installation and Maintenance Students in Building Wiring

Normel S. Nabatilan Jr.

Abstract

INTRODUCTION

Electrical installation is dangerous because it involves electricity. To be an effective electrician, one must follow the rules and regulation of the Philippines Electrical Code for safety. EIM students are facing different kinds of challenges while studying. Some problems are really difficult to handle. Some students can solve the challenges but others cannot. Building wiring is one of the purposes of Electrical Installation and Maintenance. It teaches those students about installing electricity or any activities related to this.

METHODS

This study utilizes a quantitative method. The data gathered was based on the questionnaire distributed to the respondents and used as the primary instrument. The researcher used a questionnaire in conducting the research with thirty (30) Electrical Installation and Maintenance students as respondents. The researcher collected the answered questionnaires for tallying the results on the Challenges of Electrical Installation and Maintenance on students in building wiring.

RESULTS

The respondents are all male students of Tacurong National High School from the Grade 12 Electrical Installation and Maintenance (EIM) strand. Building wiring shows that the main challenge of the respondents was observing and following a floor plan. Working in a noisy place is also experienced by almost all of the respondents. It shows that for the common risks of building wiring, almost all common risks were experienced sometimes by the respondents.

DISCUSSIONS

The results demonstrate that in every challenge, different common risks are always involved. The respondents need to enhance their skills and they have to engage themselves in various activities to learn more about building wiring. It is recommended by the researchers that the respondents should further enhance and sharpen their skills through engaging in different or various orientations, lectures, and other activities not only related in building wiring but most importantly on Electrical Installation and Maintenance.

KEYWORDS: Challenges, Electrical Installation and Maintenance, Building Wiring

SUBMISSION ID: R012-TACURO-0018

Challenges of Teachers in Dealing with Electrical Installation and Maintenance Students

Leizel Castano & Louie Jay P. Pacaco

Abstract

INTRODUCTION

Most students are lovely, intelligent, undemanding, and fully understand the constraints of teacher time. But just occasionally, one might encounter a student who is difficult to handle. The students are likely to trust teachers more, show more engagement in learning, behave better in class and achieve higher academic levels. Positive teachers will encourage their students in the process of learning and promote their desire to learn. The challenging student is more difficult to bond with others so it is important that teachers show their students that they like and value them. Anything is possible when the teacher has faith in his/her students.

METHODS

This study used qualitative research by conducting an interview with the respondents. Two subject teachers of the Grade 12 Electrical Installation and Maintenance of Tacurong National High School were chosen as the respondents. The researcher used a cellphone for the recording of the interview and as a tool in gathering data for determining the challenges of teachers in dealing with Electrical Installation and Maintenance students.

RESULTS

In classroom cleanliness of the grade 12 E.I.M students, it is difficult to implement this because one hundred percent of them are boys. Of course, it is manageable. When it comes to the haircut and uniform, E.I.M students should not have long hair and they should wear their complete uniform when entering the room so that they neat and presentable every day. In the attitude of the E.I.M students, it is important to have a good attitude and respect to their teachers. The number one problem of the teacher is absenteeism among the E.I.M students. The teachers were worried about how they are going to inject knowledge into the students if they are not there.

DISCUSSIONS

The results showed that the grade 12 E.I.M students have habits of absenteeism. The students in grade 12 E.I.M should develop time management so they can manage their time in school.

KEYWORDS: CHALLENGES, ELECTRICAL INSTALLATION AND MAINTENANCE

SUBMISSION ID: R012-TACURO-0017

Challenges of the Grade 3 Teachers of Lopez West District in Teaching Mathematics Under K to 12 Curriculum: Basis for the Development of a Math Teachers' Handbook

Diana Rose C. Magno, Department Of Education, Lopez West District/
Hondagua Elementary School

Abstract

INTRODUCTION

One of the recent changes that happened in the Philippine educational system is the change in the basic education curriculum. Curriculum change can be described as the transformation of the curriculum scheme such as goals, objectives, content, and design (Amino, 2009). Because of the major changes, teachers experience difficulties. This study aimed to determine the challenges encountered by grade 3 teachers of Lopez West District in teaching Mathematics under the K to 12 Curriculum and to develop a Math Teacher's Handbook based on the dominant challenges encountered.

METHODS

Descriptive survey and descriptive comparative method of research were utilized. The study was conducted in 27 elementary schools of Lopez West District. The validated questionnaire was used to determine the challenges encountered by 40 grade 3 teachers of Lopez West District for SY: 2015 - 2016. The data were analyzed using standard statistical tools such as frequency percentage distribution, weighted arithmetic mean, one-way ANOVA, independent t-test and Scheff's test.

RESULTS

Most of the respondents are teacher II whose age ranges from 31 - 40 and married. Grade 3 teachers of Lopez West District encountered the following challenges in teaching Mathematics under K to 12 Curriculum: a) organizing, planning and presenting lessons considering the pupils differences; b) preparation of creative instructional materials; c) selection of more appropriate assessment strategy; d) the size of the classroom for group activities; e) attention span of the learners; f) familiarization of pupils in terminologies being used; and g) time in making action research. The study revealed that there were significant differences on the challenges encountered by grade 3 teachers of Lopez West District in teaching Mathematics under K to 12 Curriculum when they were grouped according to their demographic profile in terms of age, marital status, and designation.

DISCUSSIONS

The results show that the majority of grade 3 teachers in Lopez West District encountered challenges in teaching Mathematics under the K to 12 Curriculum. Mathematics teachers must be equipped with the necessary skills or strategies needed. Math Teachers' Handbook was used as a guide to overcoming the challenges they have encountered. This research output provides useful teaching strategies which can be used in addressing different challenges in teaching Math.

KEYWORDS: Challenges, K to 12 Curriculum, Math Teachers' Handbook

SUBMISSION ID: R04A-QUEZON-0060

Challenging Behaviors Affecting the Academic Performance of Grade 11 Technical-Vocational and Livelihood Learners

Mark Joshua Ravela, SHS In Tuy
(Adviser: Lucky Ivy Viaro)

Abstract

INTRODUCTION

Education gives an individual the opportunity to make their future better. However, challenging behaviors make individuals struggle to perform and excel in class. In this study, varying root causes of these challenging behaviors are witnessed. The researcher explored varying levels of these challenging behaviors and proposed activities and programs that were solidly grounded in evidence and theory.

METHODS

Descriptive design was used in the study. Eighty Grade 11 learners across 4 different strands responded to a questionnaire. The researcher conducted a focus group discussion with 5 students from the eighty respondents. The study also used unstructured interview given after the administration of the research questionnaires. Data was gathered and collected through quantitative analysis. The frequency distribution and weighted mean were the statistical treatment used for the quantitative analysis of the data gathered.

RESULTS

Many respondents who participated in our focus group discussion perceived substantial problems dealing with their academic performance predominantly from family problems, poor attention from parents, financial problems, poor health, and low level of understanding. Surprisingly, being outcast and having the feeling of being out of place in the class marked to be the highest of the root causes of the said problem. Challenging behaviors of the learners in terms of class participation, peer belongingness, and obedience to school's rules and regulations may not just affect their academic performance but can be also critical to their character, attitude, and future career. Conducting counseling and personal development programs concerning their challenging behaviors can help them overcome those behavioral problems. One of these activities that marked the highest is conducting Bible lessons from religious leaders like Pastors to encourage these students that there is still hope for them to change.

DISCUSSIONS

The results demonstrate the possible impacts of these challenging behaviors to the character and future of these learners. It also revealed the need for the institution to conduct personal development, counseling, visitation, and other substantial programs to direct the learners' mindset and stimulate their motivation. By executing these programs, improvement in the learners' performance and character would be possible.

KEYWORDS: Challenging Behaviors, Academic Performance, Root Causes, Overcome

SUBMISSION ID: R04A-BATANP-0679

Changed Court: A Phenomenological Study of the Lived Experiences of Students from Public School to Private Senior High School

Ranilla Laxamana, Bagbag National High School

Abstract

INTRODUCTION

In accordance with RA 10533, the senior high school voucher program Department of Education Order No. 11, series of 2015, was implemented in the school year 2016-2017 as the first year of the full implementation of the additional two years in the secondary education. With this program, grade 10 graduates from the public high schools can automatically avail the government's subsidy to continue their senior high school education in their chosen private school. With this transition, students may face challenges they need to cope with. This phenomenological study would let everyone understand how students from public high school go through certain changes in their senior high school experiences in private schools.

METHODS

Using a phenomenological research approach, the researcher used unstructured interview through a synchronous-mediated interview through Facebook Messenger. A purposive sampling technique was used in the selection of ten participants who studied in Bagbag National High School from Grade 7 to Grade 10 and who eventually transferred to private schools. The collected data were coded and analyzed according to themes.

RESULTS

The challenges of the students from public to private high schools highlight the following themes: financial burdens of expensive food in the canteen, payment for extracurricular activities, everyday fare, and other school needs; culture shock, new classmates and new school policies. Despite these challenges, the following themes emerged in their coping mechanisms: financial prudence in terms of their school allowance, adjustment to the new environment, and building bridges.

DISCUSSIONS

The themes on the challenges faced by the students from public school to private senior high school indicate that the life in a private school is far different from the life in public school, particularly on the no collection policy of Department of Education (DO 19, S. 2008) unless agreed by the entire PTCA. Also, the students from public school used to travel by foot from their house to school. In addition, transfer students will surely experience culture shock because of the different practices in their new chosen school. Nevertheless, there is a strong possibility that these senior high school students can survive because of their strategies in overcoming those challenges. Their coping mechanisms must be associated with support coming from the school administration through seminars or workshops for transferees for better and faster adjustments as proposed by Lewis (2013).

KEYWORDS: lived experiences, phenomenology, public to private school, senior high school

SUBMISSION ID: R04A-CAVTP-1568

Charcoal and Used Engine Oil as Alternative of Whiteboard Marker Ink

Princess Stephanie J. Gallego, Department of Education - Malvar

Abstract

INTRODUCTION

Our community encounters many problems due to scattered Used Engine Oil. It can pollute the land and air, causing sickness like cough and asthma especially to the children. Because of these, we think of beneficial things to lessen the negative effects of used engine oil. One of the solutions proposed is to make it as a marker, a whiteboard marker ink to be precise, as an alternative for commercial whiteboard marking ink.

METHODS

The materials used in this study were taken from the locality. These are the procedures in making charcoal and used engine oil as an alternative to whiteboard marker ink: Twelve ml charcoal was pounded into its finest pieces. 36 ml used engine oil and 11 ml of cooking oil were mixed thoroughly with the charcoal. After the solution was mixed, it was transferred to a refillable marker container using a medicine dropper.

RESULTS

The acceptability test of the charcoal and used engine oil as an alternative to whiteboard marker ink compared to commercial whiteboard marker ink was performed with school children in Miguel Aranda Memorial Elementary School as participants

DISCUSSIONS

The researcher suggested a further study for the improvement of the Charcoal and Used Engine Oil as Alternative to Whiteboard Marker Ink. We ask support from the school, community officials, and NGOs for more financial support to improve the product by making it more lasting. This research can help us save the environment.

KEYWORDS: Oil, Engine

SUBMISSION ID: R04A-BATANP-1407

Chemistry Instruction: Basis for Proposed Strategic Intervention Materials

Maria Cecilia Sandoval, Department of Education

Abstract

INTRODUCTION

Chemistry ignites student's curiosity and offers opportunities to develop their observation, questioning and reasoning skills whilst increasing their appreciation, knowledge, and understanding of the world around them. Thus, the spiral progression, an approach used in teaching all the subjects in junior high school, has affected the mastery of the learning competencies intended for the learners. This study was conducted to ascertain the status of Chemistry instruction in Bauan Technical High School during the school year 2016-2017.

METHODS

The descriptive method of research was utilized with the aid of the researcher-made questionnaire as the primary tool in gathering data. Two hundred sixty grade ten learners and fifteen secondary science teachers of Bauan Technical High School served as the respondents of the study. Frequency, percentage, ranking, weighted mean and t-test were the statistical tools applied in treating the data gathered.

RESULTS

The findings of the study revealed that the teachers developed the different chemistry competencies among the Grade 7, Grade 8, and Grade 9 learners to a great extent and there was no significant difference between the assessments of two groups of respondents in the development of chemistry competencies among learners. The study also revealed that the strategies used by the teachers in developing chemistry competencies were moderately effective. Further, it was found out that the learners showed a low level of interest in chemistry. Consequently, it is one of the hated subjects in Science, which learners would likely fail completing the necessary requirements, eventually getting low performances in both academic and conceptual reasoning skills.

DISCUSSIONS

The results demonstrate the need for strategic intervention materials in chemistry which contains a variety of features designed to promote mastery of concept and skills in topics within the least attained competencies. These materials meant to change the attitudes towards Chemistry from negative to positive among learners.

KEYWORDS: chemistry instruction, strategic intervention materials

SUBMISSION ID: R04A-BATANP-1097

Child Labor among Grades V and VI Pupils in Various Elementary Schools in Lian District: Input to an Action Plan

Delmar Delos Reyes, Master Teacher I

Abstract

INTRODUCTION

Child labor refers to the employment of children in any work that deprives children of their childhood and interferes with their ability to attend regular school. It is mentally, physically, socially or morally dangerous and harmful. In Western Batangas, the 1st District has been blessed with wide agricultural lands and fields extending across its towns and municipalities ready to produce immeasurable amounts of sugar. But it is rather heartbreaking to know that most children are the ones who take part in the jobs of laborers. This study aimed to investigate the incidences of child labor among Grades V and VI Pupils in various elementary schools in Lian District. It specifically sought to uncover how the teachers of Lian District perceive the incidences of child labor in schools and how rampant are the incidences of child labor in selected schools in Lian District.

METHODS

The researcher enlisted the help of ten (10) teachers who teach in schools in Lian District at the time this study was undertaken. A non-random sampling technique called purposive sampling was used to reach teachers of schools where child labor had been observed. The purposive sampling technique had been ideal to use since the schools in Lian District were situated much apart from one another. The method used by the researcher in this study was the descriptive design. Twenty (20) teachers were selected using the purposive sampling technique with the questionnaire as the main data gathering tool. It was constructed and was checked by experts in the field of research. The ethical issue addressed in this action research was the confidentiality involved in answering the questionnaires.

RESULTS

It was found that the teachers have been aware of how hazardous working in sugar cane plantations, the sea as fishermen, and other manual labors were. There have been rampant to minimally rampant cases of child labor among schools in Lian District.

DISCUSSIONS

Disadvantages of child labor included its violation of the nation's minimum wage laws and that it threatens children's physical, mental, or emotional well-being. It also involved intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities. Furthermore, it uses children to undermine labor standards and, thus, prevents children from going to school. This finding only reveals that there have been cases of child labor among schools in Lian District.

KEYWORDS: child labor

SUBMISSION ID: R04A-BATANC-0549

Child-Parent, Child Teacher, Child Pupil on Academic Development

Jovelyn G. Pasia & Rowena F. Ronquillo, JAPMES

Abstract

INTRODUCTION

It is accepted that children's individual characteristics such as IQ, language ability, age, sex, levels of motivation, and persistence, affect academic performance in early childhood. It is also understood that children's relationships with parents can affect school functioning and there is also some suggestion that teacher relationships, as well as the child-peer relationship, can have a similar effect.

To address the current problems, the present study will examine the influence of child-parent, child-teacher, and child-peer attachment on the academic performance of pupils in their early childhood.

METHODS

This study used descriptive correlational research. It will determine the relationship between child-parent, child-teacher attachment relationships and pupil-peer relationship, and their academic performance. The researcher adopted PIML questionnaire and applied a simple random technique in selecting the respondents of the study. The researcher used 70% of primary pupils in Julian A. Pastor Memorial Elementary School as the subject of the research.

RESULTS

Positive relationships result in better experiences for the child, giving him/her a more productive learning environment. The result shows the importance and significance of a healthy and strong child-teacher relationship that promotes and plays a significant role in improving children's academic achievement and motivation. The study shows that the quality of parent relationship has significant effects on the child's academic outcomes as well as family unity. It confirms that there is a direct relationship between the quality of peer relations and the development of the child's personality, social behavior, and cognitive development.

DISCUSSIONS

While both IQ and language ability are strong predictors of character development, relationships can also influence children's ability to learn and to perform academically. The predominant theory used to conceptualize children's relationships with both parents and teachers is attachment theory. Attachment research suggests that while the child-mother bond plays a predictive role in child-teacher attachment relationships, attachment bonds to teachers can occur independently of the primary attachment bond.

KEYWORDS: child-peer relationship, child-parent relationship, child-teacher relationship

SUBMISSION ID: R04A-BATANC-0292

Child Protection Policy Awareness of Grade Five Pupils at Solo Elementary School

Cecile Breton

Abstract

INTRODUCTION

Growing data and evidence shows that the risk of violence is present day-to-day and can become heightened during emergencies and protracted crisis. Unfortunately, violence against girls and boys can occur from people in positions of authority and trust. The researcher aims to increase the awareness of Grade V pupils of Solo Elementary School about child protection policy.

METHODS

This study uses descriptive research design as it intends to describe the pupils' perception of safety and security. Fifty-eight (58) Grade Five pupils in Solo Elementary School enrolled for the academic year 2018-2019 were the respondents. The performance of the respondents was evaluated through the scores obtained in the questionnaire. The data gathered were tabulated and organized for analysis and interpretation. The researcher design evaluation tools that will determine the positive effects of child protection policy relevant to the present student respondents

RESULTS

Majority of the students now are well aware of child protection policy. Their deeper understanding of their safety and protection boosted their self-confidence. They became more alert and responsive to every activity because they felt safe and secure.

DISCUSSIONS

The result demonstrates that pupils' awareness of child protection policy was of great help in their everyday living. It helps in creating a safe and positive environment for children.

KEYWORDS: awareness, child protection, violence

SUBMISSION ID: R04A-BATANP-0943

Children's Learning Styles as Correlates to Academic Performance in Science of Elementary School Pupils

Jennifer Rojo, Sungay ES

Abstract

INTRODUCTION

The present Science curriculum puts emphasis on the use of the science processes and concepts as contents. In teaching Science as a process, the principle of "learning by doing" is a rule. It is activity-oriented and provides for maximum involvement of pupils. In this regard, the researcher determined the relationship of learning styles of the pupils to their academic performance in Science as well as the learning styles of the Grade VI pupils.

METHODS

This study used descriptive analysis method. This method involves description, recording, and interpretation of the Learning Style Inventory and academic performance of Grade VI pupils. There were four schools used in this study with a combined enrolment of 335 Grade VI pupils. Fifty percent were involved in the systematic sampling technique. Data analysis used different statistical treatment. To determine the learning styles and academic performance of the Grade VI pupils in participating schools, the researcher used weighted means and standard deviations; to determine the relationship of the learning styles and academic performance, the chi-square was applied.

RESULTS

The gathered data showed that most of the respondents or the pupils frequently used visual and auditory styles in their studies and occasionally used tactile and kinesthetic learning styles. Likewise, the data revealed that the academic performance of the pupils was fair which means they are heterogeneous. With regards to the relationship of the learning styles of the pupils to their academic performance, the results also showed that the learning styles of the pupils had a significant effect to their academic performance, especially those with the visual and auditory learning styles.

DISCUSSIONS

Generally, the study shows that pupils learn best according to their learning styles. Pupils had the fun of having visual and auditory materials that could encourage them to be attentive and were motivated to learn better. However, pupils should also be exposed to hands-on activities to make learning more meaningful. With these results, teachers should focus on identifying the learning style of the pupils and fit their teaching styles to the needs of the pupils. Likewise, they should also use instructional materials that fit the styles of learning. In this regard, schools should strengthen partnership with stakeholders for providing resources that would help in the teaching-learning process. They should also sustain regular reporting of pupils' progress and status with parents.

KEYWORDS: learning styles, academic performance, descriptive analysis, random sampling, a remediation program

SUBMISSION ID: R04A-CAVTP-0405

CHIPS AHOY Strategy: A Means to Shape Active Learners in the K to 12 Classroom

Vicenta Pareja

Abstract

INTRODUCTION

The evolution in today's classroom influenced learners' interest in studying. Since they are exposed to technological gadgets, these might pose a negative impact on learners' attitudes. Motivating the students to participate in classroom discussions leads every teacher to think of the best strategy that will encourage the learners to speak up without hesitation. In this study, the researcher aims to determine how a proposed teaching strategy affects learner's vis-a-vis classroom interaction.

METHODS

The researcher employed a qualitative method of research wherein participants were selected through purposive sampling. Four teacher-participants were given a survey questionnaire which contains open-ended questions. Rigorous analysis of data which included coding of participants' responses resulted in three categories emerging from the qualitative raw data.

RESULTS

This study revealed that the CHIPS AHOY Strategy was certainly a means to shape active learners in the K to 12 Classroom. This study came up with the three themes which concretized the notion that giving incentives to students during classroom discussions is an effective strategy to make students actively participate in the classroom: (1) it improved students' performance in the class as manifested by their active participation, (2) exalted students upon receiving incentives, and (3) developed students' sense of appreciation toward incentives or praises given to them.

DISCUSSIONS

This study revealed that the CHIPS AHOY Strategy was certainly a means to shape active learners in the K to 12 Classroom. This study came up with the three themes which concretized the notion that giving incentives to students during classroom discussions' indeed is an effective strategy to make students actively participate in the classroom: (1) it improved students' performance in the class as manifested by their active participation, (2) exalted students upon receiving incentives, and (3) developed students' sense of appreciation toward incentives or praises given to them.

KEYWORDS: CHIPS AHOY, Strategy, K to 12 learners

SUBMISSION ID: R04A-BATANP-1780

CIP- Babasahin Ating Tangkilikin Interbensyon Kalingain Natin

Arvin P. Cortez, Christ Jhon Cortez, Jenalyn L. Avilla,
Jhoanne O. Ramos, Josephine M. Brillantes, Mariel M. Masungsong, & Shenna
H. Balingit, Department of Education

Abstract

INTRODUCTION

The CIP implementors came up with this as the main plan with questions such as: How many among the grade 7 students are in need of a reading tutorial? What are the factors affecting one's ability to read? What approaches and materials need to be used in teaching the students?

METHODS

The program utilized a quantitative methodology. It used pre-reading ability tests as the main instrument to identify students with reading and comprehension difficulty. The primary respondents of the program were the students from Grade 7 with a total of 1, 519. From this huge number of students, 19 were selected to undergo the program. The Philippine Informal Reading Inventory was used as the reading material for the pre-reading and post-reading along with the comprehension test.

RESULTS

The program found out several things that weaken a student's skill in reading. These are the lack of exercising one's strength at home, difficulty because of their mother-tongue, spending much of their time using their gadgets and some more. However, big changes happened based on the progress of their reading abilities reported in the said program.

DISCUSSIONS

As a conclusion, the role of the parents is significant in the success of the student's learning to read - from word recognition to comprehension in the mother-tongue. It is also recommended that students lessen their use of electronic gadgets.

KEYWORDS: BATIKAN, CIP, reading, comprehension, word recognition

SUBMISSION ID: R04A-CAVITP-0256

CIP Project R.E.A.C.T.

Beverly M. Hebron, Elizabeth B. Garlejo, & Mary Grace A. Cortez, Carmona
National High School

Abstract

INTRODUCTION

Project R.E.A.C.T (Reading Enhancement Achieved Through Continuous Training) is conducted to eliminate the rate of non-readers and those in frustration level among the Grade 7 students in Carmona National High School.

METHODS

A survey-questionnaire method was used in this program. Clients answered the survey form about their perspective in reading as well as the availability of reading materials at home. Reading sessions were conducted to 40 students. Each session was assisted by a reading teacher. Participants took the pre-test and post-test for both silent and oral reading.

RESULTS

Many of our clients were able to finish the program with desirable results. The number of readers in the frustration level decreased by 60%, and no non-readers was recorded after the process.

DISCUSSIONS

Project R.E.A.C.T. gives the students a spark of hope to upgrade their reading skills. Through the continuous support and effort provided, this program creates an opportunity for students to have renewed enthusiasm in both reading and studying.

KEYWORDS: Reading, enhancement, training, program

SUBMISSION ID: R04A-CAVITP-0713

**CIP: MEMORIES (Make Every Minute of Reading Instruction
Enriching and Satisfying) SY 2017 - 2018**

Charito T. Rojo & Gloria R. Casiano, Department of Education - Tanza

Abstract

INTRODUCTION

One of the most eminent difficulties teachers face is teaching reading. Every year, schools strive to eliminate cases of non-readers. Different remediation programs, assessment tools, and other techniques were implemented yearly to help lessen enormous numbers of non-readers, but somehow, there are pupils who still cannot read.

CIP: MEMORIES Program is an intervention program specially designed for Grade One pupils of Punta Elementary School in the school year 2017 - 2018 which aims to attain a zero rate of Non-Readers.

METHODS

Based on the initial Reading Assessment (Phil - IRI, passage Level 1) of Grade One pupils of SY 2017 - 2018, 15. 18% or thirty-four (34) pupils out of two hundred twenty-four (224) are considered non-readers. Most of which are under the catch-up program (over age pupils who were transferred to Grade 1 at the beginning of the second quarter).

This intervention program is provided for non-readers of Grade 1 every after class: (a) 09:00 to 11:00am; (b) 01:00 to 03:00pm. Print materials like Flashcards, AbAkAdA book, Marungko, Claveria, and ICT related materials were used in the duration of the program.

RESULTS

After the six - month program, Post Test using Phil - IRI passage shows a significant increase of the Reading Ability of Grade 1 pupils in the School Year 2017 - 2018. 97.3% of the said pupils were considered Readers while the remaining 2.7% are still in the process of improving.

The following interventions helped in eliminating non - readers: EACRe: Every After-Class Reading; SPARKS: Reading Habit before lunch; Peer Reading; Mother and Child Reading; Enhanced Reading Strategy (use of ICT - related materials)

DISCUSSIONS

Based on the conclusions drawn, the following recommendations were given:

Reading assessment must be done at the beginning of the school year to pinpoint non-readers;

Continuing EACRe: Every After-Class Reading;

Providing regular feedback on the progress of each pupil to the parent concerned;

Keeping teachers' and parent's motivation in helping their children read.

KEYWORDS: CIP: MEMORIES (Make Every Minute of Reading Instruction Enriching and Satisfying)

SUBMISSION ID: R04A-CAVITP-1552

**CIP: Project MEMORIES (Make Every Minute of Reading Instruction
Enriching & Satisfying)**

Danilyne Joyce De Guzman & Gloria R. Casiano, Department of Education -
Tanza-Punta ES

Abstract

INTRODUCTION

Project MEMORIES is an intervention program of Punta Elementary School under the Continuous Intervention Program of the Department of Education. It aims to minimize the number of Non-Readers.

Philippine Reading Inventory result of our school for Grade II during School Year 2016-2017 shows a large percentage of students in Frustration Level in Filipino Oral Reading. The reason for the frustration level is that they cannot read the words, affecting their comprehension level. It shows an alarming case on the literacy of the pupils.

Based on the result of the Philippine Reading Inventory (Phil-IRI) for the 2016-2017), there was a problem in the reading ability of Grade Two pupils. The result shows that 242 pupils out of 256 or 94.53% of Grade Two pupils are in the frustration level in the Oral Reading.

METHODS

The study used a survey questionnaire and instructed interview. Gathered and tabulated data were analyzed to know the root cause of the problem.

RESULTS

Based on the findings drawn, the following conclusions were recommended: After the PHIL-IRI Post Test, 94. 53% or 242 out of 256 pupils with difficulties were able to read and comprehend. No one was left behind in the Frustration Level because of these interventions made: 12 O'clock Reading Habit; Enhanced reading strategy using multi-media presentation tools such as videos, PowerPoint, and pictures to make reading more exciting; Peer Reading; Each One Teach One; Adopt a Reader; and, Mother & Child Reading.

DISCUSSIONS

Based on the conclusions drawn, the following recommendations were given:

During orientation, pupils must be requested to have a reading assessment to closely monitor their reading ability with comprehension level and be properly informed on the existing policy/procedure in Reading Readiness.

Teachers may keep on using informal reading interventions for assessment as a guide in their instructional planning anchored on the needs of the pupils.

PTC is the best time between teachers and parents. Parents must make it a priority to come to school during those times to keep in touch about their child's progress and be knowledgeable on the class standing of their children.

Teachers should meet/talk personally, send letters, contact and call the attention of parents to discuss important matters on reading intervention and ensure 100% follow up of reading at home.

SUBMISSION ID: R04A-CAVTP-1557

CIP-PROJECT RACE (Reading Ability and Comprehension Enhancement)

Reishel Ann Gener, Tambo Munti Kulit Elementary School

Abstract

INTRODUCTION

Reading Comprehension Skills play a vital role in the pupils' ability to understand the meaning of the words and passages in every lesson. It can affect their academic performance. When the learners have poor reading skills and comprehension, it takes time to absorb the information given by their teachers. After the administration of pre-test Phil IRI in Grade III pupils at Tambo Munti Kulit Elementary School, 17 out of 23 pupils belongs to frustration level. Project RACE, which stands for Reading Ability and Comprehension Enhancement, was created to enhance the pupils reading comprehension by having some interventions based on the priority root cause of the problem.

METHODS

Project RACE aimed to reduce the number of pupils belonging to the frustration level by at least 25%. Survey method and a face-to-face interview with the parents was conducted to 17 Grade III pupils of Tambo Munti Kulit Elementary School. Four priority causes of the problem such as insufficient materials, no follow up at home, the limited allotted time for reading session and absenteeism was observed and given interventions.

RESULTS

88% of the pupils were reduced in the total of 17 pupils belonging to the frustration level, 63% higher than the target rate, after the implementation of the interventions given by the teacher.

DISCUSSIONS

The findings indicated that using short stories, having peer reading or reading tutorials by a big sister/brother, making a schedule for the reading session or using the spare time in reading, and home visitation or meeting the parents contributed to the success of the project. These interventions are suggested to reinforce the reading comprehension of academically challenged pupils.

KEYWORDS: RACE, COMPREHENSION, READING, ABILITY, FRUSTRATION, ENHANCEMENT

SUBMISSION ID: R04A-CAVITP-1147

**Citizenship Advancement Training and its Effect on the Behavior of
Grade 10 Students on Emiliano Tria Tirona Memorial National High
School S.Y. 2018-2019**

Clarice C. Malagueño & John Williams B Servana, Department of Education,
ETTMNHS

Abstract

INTRODUCTION

Citizenship Advancement Training (CAT) is a training program for both public and private secondary schools in the Philippines. It aims to enhance the student's social responsibility and commitment to the development of their communities and develop their ability to uphold law and order as they assume active participation in community activities and assist the members of the community especially in times of emergency (Arroyo, 2010). CAT has been a mandatory subject among secondary schools and has been identified to have effects on the behavior of the students. This study discusses the effect of CAT on the behavior of Grade 10 students in ETTMNHS.

METHODS

Simple Random sampling was utilized in the study. Using the Gay's Guidelines, 30 Grade 10 students enrolled under the CAT course were considered as the respondents. A 4-point Likert scale was used as the instrument in gathering data. The data were subjected to quantitative analysis.

RESULTS

The result of the survey reported that there were 11 female respondents and 19 male respondents. It was found that most of the grade 10 students had agreed because they have an idea on the CAT subject in Emiliano Tria Tirona Memorial National High School. Moreover, most of the students agreed that they became responsible and they developed discipline as a result of CAT. This study concluded that the CAT has a positive impact on the behavior of the students.

DISCUSSIONS

Based on the study, they have implemented the CAT on their behavior during their CAT class. Most of the grade 10 students implemented their CAT subject on themselves. They know what will they do to resolve their problems during their situation. They know that if they cheat, it is not good for their studies. They know how to discipline themselves. Having a CAT class has an impact on the students, especially on their behavior.

KEYWORDS: citizens advancement training, behavior, junior high school

SUBMISSION ID: R04A-CAVITP-1245

**Classroom Observation as Correlates to the Teaching Performance
of Teachers in Nasugbu West Central School, Nasugbu, Batangas**

Floralyn Lagus

Abstract

INTRODUCTION

The concerns about instructional supervision must be given attention, especially on evaluating teaching-learning conditions that affect teaching performance. Classroom observation involves all efforts of school officials by providing leadership to teachers and other educational workers in the improvement of instruction. It is the stimulations of professional growth and development of teachers, the revision of educational objectives, instructional materials and teaching methods and the evaluation of instruction. In public schools, the classroom observation is often exercised by the master teachers with the cooperation of the principal. They monitored teachers in their assigned grade level every quarter and this is the basis for RPMS requirements. The checklist in the observation form was done by the master teacher on the time allowed for them. The fact that observation is a basis for teachers' performance, problems still exist. This study was to assess the classroom observation as correlates to the teaching performance of teachers in Nasugbu West Central School.

METHODS

The researcher used the descriptive-quantitative method. It sought to assess the classroom observation in terms of delivery of teaching, the relationship of teachers, observers and problems encountered during observation. There were fifty teachers and the information gathered was tallied, interpreted, and summarized and a proposed action plan was recommended.

RESULTS

The study reveals that most of the respondents were young, in age, new in the service, and very satisfactory in their performance rating. Teachers agreed that the delivery of teaching and teacher-observer relations were an integral part of classroom observation. There was a significant relationship between classroom observation and performance of teachers.

DISCUSSIONS

Classroom Observation should focus on learning situation, not merely the teacher performances, whether they are young or old, master teachers or teacher I-III and young or old in the service. It should be a concrete basis for improvement and the observer should be considerate for the learner's performance as well to the teachers using process classroom observation. The teachers will follow the guidelines in the PST for classroom observation to their performance in their IPCRF. Teachers should be encouraged to be positive in the observation and outcomes of their teaching performance.

KEYWORDS: classroom observation, performance, correlates, teachers,

SUBMISSION ID: R04A-BATANP-1852

Clash of Bloods: Sentiments of Parents and Teenagers Having Conflict with Each Other

Shaira Mae Sarania

Abstract

INTRODUCTION

Parent-teenager conflict is common because it is part of both party's development. The parents were bewildered and, at the same time, hurt by their children's manners. However, parent-teenager conflict is additionally associated with bitterness and depression which can conjure the special feature in a parent-teenager conflict - the contingent factors. In this study, the conflicts between parents and teenagers, how conflicts occur, how they cope with the conflicts in the family, and their realization after fighting each other were explored.

METHODS

The main method of this qualitative research was the qualitative phenomenological tradition. It was used to describe the lived experiences of the participants. The informants of this study were teenagers with age ranging from 13-18 years old and parents who had a conflict with their children from Brgy. Banate, Malungon, Sarangani Province and Brgy. Osmeña, Sulop, Davao del Sur.

RESULTS

Findings revealed that the majority of the parent participants shared that doing household chores, money matters, and strolling were the most common reasons for conflict with their children. On the other hand, their sentiments while having a conflict include distress and anger. To resolve this conflict, communication was found to be the best solution. This included parent giving pieces of advice to their children and adherence of children to parents' commands and requests. Lastly, parents realized that this conflict leads to impair relationships with their children while the teenagers understood that acceptance is the key to resolve conflicts with their parents.

DISCUSSIONS

In resolving conflicts, it should be done immediately by means of open communication. Disobedience to parents was considered bad but heeding to their advice and reminders were considered good. However, parents were still suffering because of their rude and disrespectful children. Even if the problem was resolved, still, it was not a guarantee that the teenagers will not go back to their rude personality and behavior. Teenagers were also hurt and, at the same time, annoyed because of their parents' nagging. To address this conflict, they must learn how to respect and obey their parents to avoid more conflicts. Thus, the results of this study paved opportunities to other people, especially to the government, specifically the Department of Social Welfare and Development, the parents and their children.

KEYWORDS: Parents, Teenagers, Conflict, Sentiments

SUBMISSION ID: R012-SARANG-0030

Class Holding Power Level Up Activity: Student Mapping at Poblacion, San Juan, Batangas

Evangeline Rey, Department of Education

Abstract

INTRODUCTION

The educational process is evolutionary; thus, continuous schooling of pupils ages 4-12 is said to be crucial. At this stage, their skills in acquiring knowledge change dramatically. This is due to certain factors like, but not limited to, 1. social-economic status; 2. cultural diversity; 3. demographics and the like.

As the educational system changes, the percentage of Out of School Youth (OSY) is ascending rapidly. There are various ways of lessening the number of OSY. One is an effective plan and execution. This research will provide a "systematic" approach to achieving the ideal learning process. Educators, together with external stakeholders, must take the initial step to strengthen the tie of learners with learning.

METHODS

This is descriptive qualitative research aims to identify the number of OSY and to provide possible solutions to strengthen pupils' awareness of schooling. The research will identify respondents (as identified as legitimate residents and OSY) of Poblacion, San Juan, Batangas.

The research will use a survey questionnaire to determine the number of OSY in Poblacion, San Juan, Batangas. Also, this action research will use a checklist and interviews for data gathering to identify students' different reasons for not attending school. All data gathering procedures were validated through the help, but not limited to Barangay Officials and DSWD Personnel. The researchers will distribute, tally, and interpret all data to determine several factors of a rapidly increasing number of OSY in the institution.

RESULTS

The primary reason for dropouts is lack of personal interest. Unfortunately, this particular reason is quite complex and may be due to several reasons. It may be due to demand-side issues such as poor information on the value of education. It may also be that the poor are very impatient and do not see the returns of education. And finally, a lack of personal interest can be a result of the interaction of demand and supply-side issues. Unless we are able to understand this complex issue better, we cannot be precise on how to deal with it.

***https://www.unicef.org/philippines/brief04_fnl.pdf

DISCUSSIONS

In general, decreasing the numbers of OSY in Poblacion will help the town increase its number of Professionals. That would eventually materialize the goal of the K-12 Curriculum - to develop globally-competitive Filipinos.

KEYWORDS: globally competitive

SUBMISSION ID: R04A-BATANP-1782

Classhome at San Pedro National High School: Intensified Home and School Partnership in Enhancing Student's Promotion

Marites R. Macasiab, Department of Education - Batangas

Abstract

INTRODUCTION

Education is a shared responsibility of educators, teachers, and families. Establishing an effective partnership between educators and families facilitates children's/student's cognitive, social, and emotional functioning and has been linked to increased self-esteem, improved behavior, and more positive attitude toward school.

Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterward. Schools have an important responsibility in nurturing and teaching future generations and families to trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education.

METHODS

This study will utilize the descriptive method of research with a set of the questionnaire as the main data gathering instrument. The data were presented in tabular form and analyzed to answer the specific questions given in the statement of the problem. They were presented through a table with their verbal interpretation.

RESULTS

Based on the findings, teachers lack in the home visitation aspect in terms of the time of visit since most of the visitation time happened only when the students were about to fail. Most of the visited students are from grade 8. Home visitation reasons primarily fall on causes such as student's absences, struggling learners, and student's academic progress. The teacher's level of practice on home visitation is satisfactory. Students visited twice shows positive on home visitation.

DISCUSSIONS

Closed monitoring and supervision on the effective home and school partnership must be observed at all times.

KEYWORDS: Classhome visitation, struggling learners, partnership

SUBMISSION ID: R04A-BATANP-2091

**Classroom Behavior Problems and Classroom Management Practices in
Buli Elementary School, Taal District Division of Batangas**

Lea De Claro

Abstract

INTRODUCTION

Teachers play a significant role in pupils' learning and achievement. As teachers, you are required to impart knowledge on your pupils, keep track and evaluate their progress, and provide various experiences for continuous development. Being part of the learning community, teachers work with the school, personnel, the parents, and the community. The 21st century has changed the teacher's way of teaching and thinking. These changes expose teachers to many challenges and new roles in their profession. Teachers need to prepare to face the challenges of their emerging roles brought about by the changing time.

METHODS

The descriptive research method was used in this study. A total of twenty (86) pupils were requested to answer the questionnaire. The results were tabulated and tallied for data analysis and interpretation. Data collected were encoded and tabulated using statistical package for social sciences (SPSS) for windows version 17.0 for qualitative analyses of the data collected.

RESULTS

In the assessment of the teachers and pupils regarding the classroom behavior problems, results revealed that personal-related classroom behavior is slightly serious. The most serious problem is the poor study habits of the students. Likewise, the shyness of the students to participate in group activity and being naughty are found to be moderately serious. In the assessment of the teachers and pupils on the school-related classroom behavior problems, there is a moderately serious problem when it comes to school-related classroom behavior problems. In particular, transferring from one seat to another ranked first among the school-related classroom behavior problems. Furthermore, laughing at the mistakes of other classmates is also considered a very serious problem. On the other hand, blaming one another upon any mischief and gossiping and whispering during recitation are considered as moderately serious classroom behavior problems while coaching classmates during recitation got the lowest weighted mean and was verbally interpreted as moderately serious.

DISCUSSIONS

Results implied that the differences or the variation of the answers or assessment of the respondents regarding the school-related classroom behavior problems are affected by their assessment on their classroom management practices. Thus, it can be said that classroom management practices are very important in minimizing school-related classroom behavior problems

KEYWORDS: behavior, attitude, classroom management

SUBMISSION ID: R04A-BATANP-2112

Classroom Behavior Problems of Preschool Children in San Juan East District

Mary Jill S. Caraan, Department of Education

Abstract

INTRODUCTION

A preschool classroom is a common place for the children of today. It is very important to look at the quality and effectiveness of preschool education and how it lies in the teachers' hand. Through the years, the establishment of pre-schools in the Philippines continuously increased in percentage. However, teaching young learners may be challenging, rewarding, and even surprising. The main essence of this research is to know how teachers deal with preschool children with behavior problems. This study will determine the classroom behavior problems of preschool children in San Juan East District.

METHODS

Descriptive method of research was used. This study used a questionnaire as a tool for gathering data. Twenty-three preschool teachers from public elementary schools in the San Juan East District responded to a set of questions. An interview was also conducted with some public preschool teachers in the San Juan East District as they were equipped with knowledge about the necessary information relevant to this study.

RESULTS

Many preschool teachers who responded and participated in this study considered the classroom behavior problems of preschool children a very serious problem. Both home and school factors contribute to behavior problems of pupils to a great extent. Perhaps, suggested corrective measures were considered a very great extent. These include reminding children of the rules and regulations; paying attention to children's needs, and coordinating with parents for the proper monitoring of children at home. The proposed additional classroom activities are designed to minimize the classroom behavior problems encountered by preschool teachers.

DISCUSSIONS

The results demonstrate the need for additional classroom activities to minimize the classroom behavior of preschool children may be presented to some authorities for their suggestions and comments, validation and implementation. In addition, the preschool teachers should be in constant contact with the children's parents not only to update them with the progress but to establish working relations to enhance the children's development in all aspects. It is at this point that the researcher deemed it is necessary to conduct this study because they believe that being future preschool teachers will help them a lot in acquiring further knowledge and experiences on how to deal and address the young children within the classroom situations.

KEYWORDS: behavior problems, preschool children, home and school factors, corrective measures

SUBMISSION ID: R04A-BATANP-1824

Classroom Disciplinary Problems Encountered by Elementary Teachers as Inputs to Developing Pupils' Manual

Jessica Lana A. Dela Cruz, Mark Anthony L. Caliwán, & Tina A. Lambo-On,
Department of Education - Rizal, Bagong Pag-Asa Elementary School

Abstract

INTRODUCTION

Discipline makes people behave in such a way that they do not trespass others and is vital in developing a peaceful community. Discipline is required on a daily basis from solid waste segregation to building a successful nation, also including classroom management. Discipline in a classroom environment is as important as it is in many aspects of society. The researchers, aware of the importance of discipline and its impact on the classroom environment, would like to explore and find the extent of its occurrence so that appropriate measures can be thought well. Hence, this study was conceptualized.

METHODS

Phenomenology is an approach to quantitative research that focuses on the commonality of the lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. This study utilized this method of research because it determines the current or existing classroom disciplinary problems encountered by teachers. The sources of data of this study were the 10 primary and 10 intermediate teachers of Bagong Pag-asa Elementary School, Division of Rizal. Random sampling and fishbowl technique was employed in selecting the respondents.

RESULTS

Based on the study, the two groups of respondents enumerated five major disciplinary problems which are Dishonesty, Disobedience of School Policies, Disrespect to Authority, Physical Aggression, and Verbal Aggression. The result was interpreted. The primary teachers identified perceived disobedience of school policy, physical aggression, and verbal aggression as the most often classroom disciplinary problems encountered, while dishonesty and disrespect to authority occurred sometimes. The intermediate teachers perceived dishonesty, physical aggression and verbal aggression occurred most often, while disobedience of school policies and disrespect to authority occurred sometimes. A pupils' manual had been developed based on the data gathered.

DISCUSSIONS

Based on the result of the study, it was found out that there is a significant difference between the problems encountered by the two groups of respondents. It suffices to say that the extent of the classroom disciplinary problems encountered and perceived by the primary teachers are different by those of intermediate teachers.

KEYWORDS: Classroom Disciplinary Problems, Dishonesty, Aggression, Disrespect, Disobedience

SUBMISSION ID: R04A-RIZALP-0410

Classroom Discipline Awareness among Grade Vi Pupils and its Impact on Learning Outcomes

Menandro Sunico, Department of Education

Abstract

INTRODUCTION

This action research entitled Classroom Discipline Awareness Among Grade Vi Pupils and Its Impact on Learning Outcomes focused on how the contributory factors on pupils' awareness of classroom discipline affect their behavior during the discussion and the extent to which pupils' awareness of classroom discipline affects teacher's classroom management.

METHODS

The study covered all the 44 pupils of Grade 6 observed during different classes. Their misbehaviors were recorded using a Misbehavior Observation and Formative Assessment Monitoring (MOFAM) Tool.

RESULTS

The data gathered were tabulated and presented using bar graphs. The frequency of each observed misbehavior was recorded beside the scores they obtained from the formative assessment. The two sets of data were then compared.

DISCUSSIONS

Based on data, learners must be informed of the teacher's policies inside the class but the teacher must not rely on the learner understanding of his/her policies and must constantly make sure that discipline (a positive one) is imposed throughout the class. Also, one point to be considered in analyzing learner behavior in relation to his/her achievement is the kind of misbehavior exhibited. There are misbehaviors that do not directly show disinterest in the lesson, some actually signify interest. For instance, a learner who becomes talkative upon hearing a topic that catches his interest. Finally, it was found out that it is important to consider learner's behavior during a class to sustain his/her interest and activity during the class to ensure that learning is possible. Though behavior is not an absolute indicator of learning, it is a factor that greatly contributes to the realization of the lesson's objectives.

KEYWORDS: dags1980

SUBMISSION ID: R04A-STAROS-0045

**Classroom Diversity and Academic Performance of Grade 6 Pupils in
Select Public Elementary Schools in Mabini District: Basis for Improved
Management Practices and Promotion of Positive Classroom Manage**

Colita Patricio, Department of Education

Abstract

INTRODUCTION

This study aimed to determine how the teachers manage diversity, specifically through effective management practices and selection of instructional strategies and classroom activities that will help minimize the negative effects of diversity. This situation poses a challenge to the teachers as it may interfere with the establishment of a positive school and classroom climate which is considered a factor that facilitates the transfer of learning. It is in this connection that the challenge has to be attended to in the best way possible through more effective and efficient school and classroom management practices that will turn diversity into an opportunity for developing greater learning and competence among the pupils despite variation in their physical, intellectual, social, behavioral, and other capabilities.

METHODS

The researcher utilized the descriptive method of research. Random sampling was used to determine the exact number of teacher-respondents for this study. The questionnaire was used as the main data gathering procedure.

RESULTS

The results revealed that the pupils' performance is above satisfactory level, as sustained by grade point average of which was above average level. There was sufficient evidence of diversity among the pupils in the classroom based on the teachers' assessment of their interest, behavior, cultural traces, intellectual capability, and social traits. Teachers were competent in managing classroom diversity, as exemplified by their effective utilization of motivation techniques, enrichment activities, and provision of rewards and recognition for the pupils' exemplary performances. Teachers utilized extensively effective methods of selecting teaching strategies and classroom activities to cope with diversity where the greater the evidence of diversity, the more extensive the teachers used management techniques and strategies to cope with said diversity.

DISCUSSIONS

It has been recommended that the satisfactory performance of the pupils based on their attained grade point average must be maintained or even improved further through the teachers' consistent monitoring of the process of developing their varied competencies through instruction and implementation of varied classroom and school activities aimed to minimize, if not totally eradicate, the negative effects of diversity. An action plan to improve classroom management practices and promote positive classroom climate was designed as the final output of this study.

KEYWORDS: classroom diversity, academic performance, classroom management

SUBMISSION ID: R04A-BATANP-1661

Classroom Environment: Effects on Teaching and Learning

Malou David Ocampo
(Adviser: Cristina Gonzales)

Abstract

INTRODUCTION

Every student needs a proper environment that can help them to focus on their studies. It plays a very important role. It is one of the factors affecting the foundation of a strong teacher-student relationship, from the way they move or act inside the classroom and also the way the students learn. This study involves how important the layout of the classroom is and how teachers' classroom management affects the students' performance inside the class.

METHODS

The research used descriptive design to gather information on current conditions and situation. By giving survey questionnaires to the respondents, they answered the given research problem about Classroom Environment. It had two categories, classroom layout and classroom management. We distributed survey questionnaires to the students of Grade 11 Mapagmahal and Grade 12 Makatwiran of Anuling National High School. Researchers used the census as a method in collecting respondents. It indicated that the total population of Grade 11 Mapagmahal and Grade 12 Makatwiran are the respondents of this study.

RESULTS

The researchers found that the environment of the classroom improved the participation of the students in a class. They felt comfortable when the classroom is clean and they are seated in the first or second row. The environment of the classroom also affects the way teachers give activities based on the size of the classroom. They teach better when all things are properly kept. They also used different seating arrangement to teach well.

DISCUSSIONS

The research demonstrates the effectiveness of classroom management and layout of the classroom. They just need to add some improvements like lighting and unique strategies to make the students stay organized with their personal belongings and in their room. Also, they need to change the bad habits or behavior of the students.

KEYWORDS: Classroom Management, Classroom Layout

SUBMISSION ID: R04A-CAVTP-0908

Classroom Management and Learners' Academic Performance of
Elementary Schools of Tago 2 District

Ronna Borlat, Teacher 2

Abstract

INTRODUCTION.

This study sought to determine the effectiveness of classroom management and the learners' academic performance of Elementary Schools in Tago 2 district using the descriptive research design. It involved five district supervisors/school heads, five teachers and one hundred forty-four Grade 6 pupils with a total of 154 respondents. A universal sampling technique was used. The study was carried out through questionnaires. Methods of data analysis used included frequencies, weighted mean and Pearson's coefficient correlation. Based on the findings of the study, it was found out that the effectiveness of Classroom Management to district supervisor/school head and teachers are perceived as Most Effective; and to pupils is More Effective. This means that the teachers' classroom management style needs more improvement so that they would learn better in class. Generally, the students are performing well with regards to their academic performance. It was recommended that the school should provide training and professional development on classroom management strategies for all teachers so that they can be efficient in utilizing classroom management approaches and be able to promote student-centered learning.

METHODS

The researcher secured permission from the School Division Superintendent, Schools District Supervisor, and School Principal and the teacher of the respective respondent schools before the distribution and administration of the instrument to the respondents. The researcher explained the content of the questionnaire and translated into vernacular for a clearer understanding of the respondents.

RESULTS

STUDENTS' ACADEMIC PERFORMANCE

No. of students	General Average	Percentage	Adjectival Rating	Remarks
13	90-100	9.03%	Outstanding	Passed
32	85-89	22.22%	Very Satisfactory	Passed
61	80-84	42.36%	Satisfactory	Passed
38	75-79	26.39%	Fairly Satisfactory	Passed

DISCUSSIONS

The result indicates that all of them passed the eight subjects during the 2nd grading period. The lack of effective classroom management skills of the teacher affects student achievement skills (Mills, 2000). In addition, Fuller (2000) noted that teacher qualification, the experience of the teacher, discipline, motivation, instructional methods, and evaluation are key factors that determine the level of academic performance of the students.

KEYWORDS: Classroom Management, Classroom Management Components, Learners' Academic Performance, Physical Component, Psychosocial Component, Behavioral Component, Instructional Component, Procedural Component, Organizational Component

SUBMISSION ID: R013-SURSUR-0268

Classroom Management Manual for Senior High School Teachers

Sheryll Gomez

Abstract

INTRODUCTION

Classroom management is the number one role of teachers. Effectivity and efficiency are manifested on how they manage the classroom well. Few aspects of education have generated as much concern as classroom management and organization. This study aimed to develop a classroom management manual for senior high school teachers.

METHODS

The study sought to answer the following questions: 1) What is the mean level of evaluation on the characteristics of the Classroom Management Manual in terms of: 1.1) clarity, 1.2) content, 1.3) objective, 1.4) aesthetic value?; 2) What is the mean level of evaluation on the acceptability of Classroom Management Manual for senior high school teachers in terms of: 2.1) appropriateness, 2.2) adaptability, 2.3) usability, 2.4) validity?; 3) Is there a significant relationship between the evaluation of the characteristics and acceptability of the Classroom Management Manual for senior high school teachers?

RESULTS

The overall mean on the evaluation of the characteristics and the acceptability of the classroom management manual as rated by the respondents was "very high". Based on the analysis, a significant relationship existed between the ratings of the respondents on the characteristics and acceptability of the Classroom Management Manual.

DISCUSSIONS

The average mean scores of 4.46, 4.45, 4.52 and 4.42 given by the respondents indicated that their ratings on the evaluation of the characteristics of classroom management manual in terms of clarity, content, objectives and aesthetic values were "very high".

The average mean score of 4.46, 4.45, 4.44 and 4.47 given by the respondents indicated that their ratings on the evaluation on the acceptability of classroom management manual in terms of appropriateness, adaptability, usability, and validity were "very high"

Based on the analysis of the data, there was a significant relationship between the characteristics of the classroom management manual in terms of clarity, content, objectives, aesthetic value and the acceptability of the classroom management manual in terms of appropriateness, adaptability, usability, and validity as referred on the r-value.

On the basis of the findings, the level of teachers' evaluation of the characteristics and acceptability of the developed manual was very high. Moreover, there is a significant relationship between the characteristics and acceptability of the developed Classroom Management Manual, therefore the hypothesis is not supported.

KEYWORDS: content, clarity, objective, appropriateness, adaptability, usability, validity, classroom management, manual

SUBMISSION ID: R04A-LAGUNA-0255

**Classroom Management Practice among Children with Intellectual Disability in Selected Public Elementary Schools of Batangas Province:
A Basis for a Proposed Training Program**

Reilyn Rayos, Department Of Education - Tanauan City

Abstract

INTRODUCTION

Children with exceptionalities are increasingly being educated within the general education classroom within the past years. Within a classroom, there is a wide range of student abilities and teachers cannot have only one practice or strategy established within their classrooms. More often than usual, the focus is on adapting teaching instruction strategies to cater students' needs; however, it is important that teachers look beyond teaching instruction strategies to examine their classroom set-up, their daily routines, and the general environment of their classroom. It is important to explore what works for each type of student within a classroom because each student is different in their own way.

METHODS

A teacher-made questionnaire was also used to address the study on the Classroom Management Practice Among Children with Intellectual Disability in Selected Public Elementary Schools. To further understand the descriptive method, the researcher was guided with the definition of Manuel and Medel (2014) who proposed that this method involves the description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena.

RESULTS

In the classroom management practices dimension, the highest weighted mean is the instructional dimension with 4.49, followed by procedural and physical dimension with a same overall weighted mean of 3.45; however, the physical dimension got a low weighted mean result when the items were categorized. It has a weighted mean of 3.23 with the verbal interpretation of often. Another finding that was found out is that there is no significant relationship between classroom management practices and the demographic profile of the special education teachers of the children with intellectual disability.

DISCUSSIONS

Classroom Management Practices are considered an essential part of the teaching and learning process. It refers to the methods, strategies, and skills teachers use to maintain a classroom environment that results in a student's learning success. Studies should be made on the relationship of students' academic achievement and classroom management by the special education teachers to students with intellectual disability. A proposed training program may be included on the curriculum plan to be implemented by the School Division Superintendent. That can be used by the special education teachers as guidelines in teaching students with intellectual disability.

KEYWORDS: Intellectual Disability, Physical Dimension, Procedural Dimension, Special Education

SUBMISSION ID: R04A-TANAUA-0009

Classroom Management Practices and Students Academic Performance Basis for an Action Plan

Dionisia T. Guansing, Maxima C. Reyes, & Precious Maala, Department of
Education - Cavite

Abstract

INTRODUCTION

Educators believe that effective classroom management increases learner's engagement, decreases disruptive behaviors, and makes good use of instructional time. However, managing classroom discipline and order at this time is more difficult to handle. A teacher needs to know and identify effective techniques and strategies in controlling learners' behavior. In this premise, the teacher should know the individual differences of his/her students, their personal profiles, family background, learning capacities, interest and learning preferences to implement interventions appropriate to individual strengths and needs.

This study aimed to find out the best classroom management practices used by teachers in the classroom. Is there a significant relationship between academic performance and classroom management practices of the respondents?

METHODS

The study utilized the descriptive research design. This study is guided by the notion mentioned by Fox and Bayat (2007) and Shields and Rangarjan (2013) which aimed to describe the classroom management practices of secondary school teachers and its relationship to students' academic performance.

RESULTS

The academic performance of the students was satisfactory. The level of classroom management practices of the respondents was effective. Classroom management practices of the teachers were significantly related to students' academic performance. The problems identified were frequently encountered by the respondents. An action plan was developed to improve the classroom management practices of the teachers and students' academic performance.

DISCUSSIONS

To increase the academic performance of the students, the classroom management practice of the teachers should be improved, enhanced, and sustained. The respondents should undergo further training and benchmarking on excellent classroom management practices. School administrators should conduct regular supervision to improve the classroom management practices of the teachers and eventually increase student's academic performance. The action plan should be implemented to lessen the problems encountered by the teachers. The action plan should be recommended for implementation in all schools in the Municipality of Silang. Similar and parallel research should be conducted focusing on other variables such as absenteeism, drop-out rates, and other intervention programs.

KEYWORDS: classroom, management, practices, academic performance

SUBMISSION ID: R04A-CAVITP-0480

Classroom Management Practices Of Science Teachers In Coral Na Munti National High School

Maria Josefa Bolilan, Teacher III

Abstract

INTRODUCTION

Classroom management is the way an educator delivers the classroom curriculum, lessons, and the environment they provide for their students. There are many strategies used to provide students of all ages with an effective learning experience. Classroom management strategies create consistency in the classroom, keep students on task, and set consequences to correct students' wrong behaviors. This study was undertaken to ascertain the manifestation of classroom management practices in relation to the performance of Junior High School Students in Science at Coral na Munti National High School. This will be assessed by the students and teachers themselves, with the end in view of proposing a plan of action to enhance the classroom management practices of teachers.

METHODS

The descriptive method of research aimed to present information on how classroom management practices affect the students' performance in Science. The data were gathered through the use of a questionnaire. This study was conducted among Grade 7-10 students of Coral na Munti National High School. The respondents of the study included six science teachers and 120 select junior students both males and females. Slovin formula was used for the sampling of the study.

RESULTS

All classroom management practices were practiced by the Science teachers. Instructional Strategies were the most highly practiced by the teachers. Majority of the students had a similar assessment in the effects of classroom management practices in their performance in Science. There were different classroom management practices and each of them seemed to be dependent upon the context of interaction and how classroom management practices affect the performance of the students involved in the learning process.

DISCUSSIONS

Based on the findings, the teacher-student relationships provide an essential foundation for effective classroom management and classroom management is key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

KEYWORDS: classroom management practices, the performance of the students

SUBMISSION ID: R04A-BATANP-0416

**Classroom Management Practices of Selected Secondary Public Schools
in Calatagan District, Division of Batangas: Implication to the Delivery
of Quality Instruction**

Aileen Dayrit, Lucsuhin National High School

Abstract

INTRODUCTION

In keeping with how effective schools should be managed and operated to achieve quality and excellence in education, competent and skillful school administrators and teachers are needed. Hence, the researcher ventured to conduct a study that will assess how the two (2) public secondary schools in Calatagan District, Batangas are managed and how effective are the school classroom management practices pursued using qualitative and quantitative data. She also wanted to identify what among the school management practices are found to effectively affect the delivery of quality instruction in the schools.

METHODS

The respondents of the study were 10 school administrators and 84 school teachers. The first group was chosen conveniently and purposively, while the second group was chosen using the randomized procedure. They represented two (2) public secondary schools in Batangas. To answer the specific questions raised, a validated and self-constructed survey questionnaire gathered the personal profile of the respondents and data were subject to treatment to arrive at answers to the questions raised.

RESULTS

The school administrators and teachers assessed the level of effectiveness of the school classroom management practices as “too often” as the school pursued the delivery of quality instruction. There were identified dimensions of school classroom management practices that were perceived as “very highly” and “highly affected” in the delivery of quality instruction and these were in the “teacher as a person”. From the conduct of the surveys, the researcher has offered the Proposed School Classroom Management Practices: Implication to Quality Instruction to the school administrators, teachers, and other stakeholders.

DISCUSSIONS

Traditionally and typically, the teaching profession is dominated by female professionals who are matured and experienced educators. The school administrators and teachers assessed the five (5) dimensions very strongly and, unanimously, four (4) of the school classroom management practices have been effectively pursued in the delivery of quality instruction in their respective schools. The Proposed School Classroom Management Practices: Implication to Quality Instruction has addressed the demands and challenges posed to the education to transform the schools to better confront the challenges of adopting "quality" in all their educational endeavors.

KEYWORDS: Classroom Management, Certification, Efficacy of Classroom Management, Leader

SUBMISSION ID: R04A-BATANP-1849

Classroom Management Practices of the Grade 1 Teachers in the Two District of Maddela

Judith Guliguey, Divisoria Sur Integrated School

Abstract

INTRODUCTION

Teachers are considered the foundation of the greater bulk of knowledge and skills acquired and developed. Therefore, teachers' activities should focus on classroom management and instruction with pupils' welfare entrusted to them as a dominant concern. Nurturing young learners with knowledge and skills come to a broader and holistic development when behavior and disciplinary training also form part of the total context of instruction. This is the concept this study is framed.

METHODS

This research study utilized the descriptive method of research using a questionnaire to the Grade 1 teachers of the two schools in the District of Maddela. Unstructured interviewed and focus group discussion was utilized to further validate the responses of the respondents.

RESULTS

A narrow view of classroom management sees it primarily as discipline and management of pupils' misbehavior. However, successful teaching requires more than controlling pupils' behavior. Classroom management has changed from describing discipline practices and behavior interventions to a more holistic descriptor of teachers' actions supportive of the learning environment and community building. The most successful teachers approach management as a process of establishing and maintaining effective learning environments.

Classroom management is a critical ingredient in effective teaching, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring, and pacing classroom events and reacting to misbehavior. When done well, it looks seamless, even if invisible.

DISCUSSIONS

The study shows that teachers should inform the parents regarding the attitude, behavior, and discipline of the pupils in school. They should continue to perform their roles and functions effectively, strengthen their weaknesses and maintain their strong points as far as the performance of their roles is concerned; They should be encouraged to take an active part in pupils' performance and consider their weaknesses by giving proper motivation and encouraging active participation during class discussion. Lastly, administrators should not spend more time in administrative work, rather on supervisory roles, to enhance teachers' effectiveness in their teaching endeavor.

KEYWORDS: classroom management, behavior interventions, teaching strategies

SUBMISSION ID: R002-QUIRIN-0148

Classroom Management Practices Towards Child Protection Policy

Jessica A. Pura, SDO - Tabaco City

Abstract

INTRODUCTION

Classroom management is the process wherein teachers and schools create and maintain appropriate behavior of students in classroom settings. To effectively carry out the daily classroom routines, teachers assess and evaluate the behavior of the pupils. However, pupils behave differently; have different learning pace, have diverse social interaction, and have various personality types. To deter classroom problems due to behavioral concerns from diverse learners, there is a need to determine the classroom management practices towards child protection policy in schools. As a classroom teacher, the researcher experiences the dilemma of classroom discipline problems involving 21st-century pupils. Under the child protection policy, there are guidelines to be followed. In this program, it is deemed significant to determine the classroom management practices towards child protection policy in schools.

METHODS

The action research is quantitative in nature. It utilized anecdotal records and frequency data record wherein the paired sample test was applied in determining the classroom management practices in support of the child protection policy in schools.

RESULTS

The common discipline problems of the 21st century learners were as follows (from the most frequent to the least frequent): noisiness, work avoidance on cleaning task, out of seat, inattentiveness, calculated idleness on performance output, defiance and refusal, doing something in private, saying bad words, making obscene drawings, false allegation to classmates, bullying, vandalism and cyberbullying. In every classroom discipline problem displayed by the pupils, there are observable factors behind those. Inside the classroom, teachers can observe how pupils behave, how they interact or socialize with others.

DISCUSSIONS

In every discipline problem displayed by the pupils, there are classroom management practices towards child protection policy in schools. The conducted classroom management practices towards positive and non-violent discipline in children impacted a positive result in minimizing or eliminating classroom discipline problems displayed by the pupils. The researcher recommended classroom management practices towards child protection policy in every discipline problem of the learners.

KEYWORDS: CHILD PROTECTION POLICY IN SCHOOLS

SUBMISSION ID: R005-TABACO-0014

Classroom Management Practices, Classroom Climate, and Academic Performance of Grade 1 Pupils in Public Elementary Schools at the District of Naic II, SY 2012-2013

Juliet Del Rosario, Molino Elementary School

Abstract

INTRODUCTION

Teachers are in need of an effective classroom management plan and good classroom climate that will bring order and productive learning back into the classroom. A total of 23 grade one teachers, seven principals, and 285 grade one pupils from 11 schools at the District of Naic II composed the respondents of this study.

METHODS

The instrument used in this study was patterned after the questionnaires of Dr. Herbert Meyer and Dr. Lituin in the study of Balani (2000). Content validation was done to determine the validity of the instrument. The modified instrument was validated statistically using Cronbach Alpha Coefficient. Pre and post tests using the modified instrument were done to test its reliability.

RESULTS

The study showed that the majority of Grade one teacher-respondents were young, female, married, regular in tenure, with five years and below years in service, bachelor's degree holders, and with a teacher I position. The teacher's perception of classroom management practices was interpreted as "outstanding" with a mean of 4.22, which implied that teachers did their task accordingly. While the teachers' perception of classroom climate was interpreted as "highly satisfactorily" with an overall mean of 3.48, which implied that there was a need for an improvement in some dimensions of classroom climate. The findings showed that the academic performance of Grade one pupils was "approaching proficiency level" with a grade point average of 81.46. It was revealed that the academic performance of Grade One pupils was in "moderate level". There was no significant relationship between the demographic profile of Grade one teachers and their perceptions of classroom management practices. Classroom climate and demographic profile of the teachers were found not significantly related. As to the demographic profile of teachers, only the length of service and educational attainment were found significantly related to classroom climate.

DISCUSSIONS

There were no significant relationships between the demographic profile of Grade one teachers and academic performance of Grade One pupils as well as the teachers' perceptions of classroom management practices and academic performance of the Grade One pupils. Also, teachers' perceptions of classroom climate and academic performance of the Grade One pupils were found not significantly related. Moreover, there were significant relationships between teachers' perception of classroom management practices and classroom climate. Lastly, principals' and teachers' perceptions of classroom management practices were found not significantly different. However, significant differences were found between principals' and teachers' perception of classroom climate.

KEYWORDS: Classroom Management, Classroom Climate, Pupils' Performance

SUBMISSION ID: R04A-CAVTP-0954

Classroom Management Problems Met by Teachers in Lemery Pilot Elementary School

Angeline Astrid P. Obrador, Department Of Education, Teacher

Abstract

INTRODUCTION

Quality education is first and foremost a function of the instruction. In the hands of committed and effective teachers, the best-designed curriculum is deemed to succeed. It is true that some students can learn not only from the teachers and it cannot be denied that the quality of the outputs of education is a function to a great extent of instruction and students' interactions with their teachers.

METHODS

The researcher made use of the descriptive research design with teachers and school head as the respondents. From the viewpoint of Sevilla (2004), the descriptive method involves the collection of data to answer questions concerning the current status of the subject of the study. It determines and reports the way things are and has no control what is and it can only measure what already exists. The descriptive type of research was the most appropriate design for this study.

RESULTS

Along with the results, classroom management is important in making learning more meaningful in the lives of the students and the teacher as well. Teachers should conceptualize activities to strengthen the approaches of classroom management. Discipline needs a firm and forceful language otherwise discipline will not prevail in a school and if it does, learning will take place. Teachers need to be firm in every decision they make in disciplining their pupils. They must also understand their own values and educational background and must take an approach that is in harmony with their convictions. For teachers to be successful in the classroom, they need a well-planned individual approach to classroom management. There are varied strategies to cope with the numerous discipline dilemmas. Realizing this, there is a need for them to re-examine the classroom rules, strategies, and practices employed and planned for certain modified activities that will respond to the needs of the learners to make them better individuals.

DISCUSSIONS

Based on the findings, the following conclusions were drawn. Classroom management practices are generally practiced by teachers. They strongly agree that classroom management practices listed in terms of instruction, environment, and pupils behavior are being practiced. It also agrees that the classroom management problems are intellectual climate, social climate, emotional climate, and physical climate. A proposed intervention plan may be tried for implementation by the teachers and discipline school heads to strengthen the approaches on classroom management.

KEYWORDS: Classroom Management, effective teachers, instruction

SUBMISSION ID: R04A-BATANP-1336

Classroom Management Skills among Teachers: Guide to Enhancing Teachers' Effectiveness

Edna Ortila, Department of Education

Abstract

INTRODUCTION

As a steward of an institution who is eager to develop effective learning facilitators, the researcher conducted a study on CLASSROOM MANAGEMENT SKILLS AMONG TEACHERS: GUIDE TO ENHANCING TEACHERS' EFFECTIVENESS.

METHODS

The study is designed descriptively. It focuses at the present condition to find new truths formed in phenomena such as the increased quantity of knowledge, a new generalization or a new law, increased insight factors for the discovery of a new casual relationship, a more accurate formulation of the problem and even many others.

The researcher used percentage, weighted mean, T-test for two independent samples, Chi-square test, and Kruskal-Wallis or H-test.

RESULTS

The following are the results of the study:

That majority of respondents belong in the age bracket between 31- 40. That majority of the respondents are female. Most of the respondents are married. Most of the respondents are in the teaching profession for five years. Many of the respondents are college degree holders while few have MA units.

The level of classroom management skills of the teachers varies from the perspective of the school heads and teachers. School heads and teachers have different perceptions in the approach used to classroom investigation by the teachers. School heads and teacher supported each other in the level of management skills of teachers. School heads and teachers have the same standard in the leadership skill of teachers in classroom interaction. There is a difference in the answer of the school heads and teacher in the language used by the teachers in the classroom. Teachers have the same perception about the beliefs of teachers on teaching.

DISCUSSIONS

Based on the findings and conclusions, the following implications are being offered:

That school heads should encourage and support their teachers in advance studies to give them better insights on managing classrooms and classroom activities.

That consistent monitoring and assessment of the performance of the teachers and learners can be planned to trace the improvement of their effectiveness.

That the school heads and teachers may conduct action research and case studies based on the problems met in classroom interaction.

KEYWORDS: classroom management skills

SUBMISSION ID: R04A-BATANP-1977

Classroom Management Strategies and their Effects to the Classroom Behavior and Academic Performance of the Grade Five Pupils

Recson Lañosa

Abstract

INTRODUCTION

One of the challenges that teachers are facing nowadays is addressing the behavioral problems of the pupils inside the classroom. In line with this dilemma is the poor academic performance of the pupils labeled as misbehaving. Hence, those pupils have great tendencies of getting low grades. This study aimed to find out how effective classroom management helps in creating a positive learning atmosphere, eventually leading to pupils' positive academic performance.

METHODS

Pupils were identified through a survey. A questionnaire about classroom management strategies was given and answered by the teachers. Also, the academic performance of the pupils was gathered and recorded. Behavioral problems, classroom management strategies and academic performance were correlated to identify their relationship.

RESULTS

Pupils show different behavioral problems inside the classroom as identified by their teachers. There is a relationship between classroom management strategies and positive classroom behavior. There is a relationship between positive classroom behavior and academic performance.

DISCUSSIONS

Teachers should be aware of the different learning styles of the pupils. Not all strategies are applicable to all learners. Classroom management is an important factor in learning. This should be done effectively and efficiently. Teachers should be aware of the different classroom strategies that will be helpful and effective. Effective classroom management strategies help pupils to develop a positive classroom attitude. Positive classroom attitude leads to positive academic performance. Teachers should find out the causes of misbehaviors or behavioral problems of the pupils. Teachers shouldn't stick to the traditional ways of classroom management strategies. They should base it on the learning styles of the learners.

KEYWORDS: CLASSROOM MANAGEMENT, PUPILS BEHAVIOR, ACADEMIC PERFORMANCE

SUBMISSION ID: R012-SOUCOT-0034

Classroom Management Transformations: Discovering the Magic of Power Teaching

Peter Andrew Regencia, Royal Institution Singapore - Senior Fellow

Abstract

INTRODUCTION

Teachers constantly deal with different types of people every day in class. Thus, they are challenged to make a difference by providing innovative practices in classroom management to best deliver quality education among 21st-century learners. This is to be on par with the ever-changing environment and deliver quality education among the youths. The purpose of this study was to explore how Grade 12 learners describe their experiences in a Power Teaching (or Whole Brain Teaching) class.

METHODS

The study utilized a qualitative phenomenological approach. Purposive sampling was used such that all learners in the researcher's class participated in the quasi-experimental process. Phases consisted of orientating the participants about power teaching methods, conducting power teaching classes, and writing of the learners' experiences. After retrieving data, the essay outputs of 15 Grade 12 learners of Amontay National High School, Pitogo, Quezon were randomly selected wherein inductive coding was used to determine cluster categories into themes.

RESULTS

Results identified 6 core themes related to learner experiences in Power Teaching class such as emotional dimension, organizing, preference, motivation, performance, and benefits. The learners felt happy and fun as they enjoyed learning in class because of highly engaging routines. The class was controlled and organized, disruptive behaviors are well-managed and positive learning environment is very evident. Hence, they always looked forward to a Power Teaching class every day rather than the traditional ones. They were also motivated to exert their deepest efforts in fully cooperating and participating in class. Furthermore, there were remarkable improvements in their performance in class and that important lessons are well-remembered and retained in their memory. The approach has helped the learners develop their physical and critical thinking skills.

DISCUSSIONS

In a nutshell, the study revealed a positive encounter of learners in Power Teaching class creating favorable learning developmental impact. Hence, educators may sustain the utilization of Power Teaching devices to continuously improve the teaching and learning process and innovate it to greater heights.

KEYWORDS: Classroom management, transformations, power teaching

SUBMISSION ID: R04A-QUEZON-0217

Classroom Misbehavior of Grade 10 and Grade 7 Students in Pinamukan National High School: A Comparative Study

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(Adviser: Aileen Dela Guardia)

Abstract

INTRODUCTION

This research paper attempted to identify the most common misbehaviors of the students, its factors and its possible solutions. This primarily aimed to compare which among the Grade 10 and Grade 7 students have better behaviors in Pinamukan National High School.

METHODS

A quantitative type of research, the respondents of this study were composed of 135 students (60 from Grade 10, 75 from Grade 7), 135 parents (60 from Grade 10, 75 from Grade 7), and 10 (5 from Grade 10, 5 from Grade 7) teachers. The statistical tools employed were the Likert Scale's 5-point frequency type, frequency count, percentage, and the t-Test assuming unequal variances.

RESULTS

Researchers found out that the most common misbehaviors of the students in Pinamukan National High School are the following: (1) doing homework in school, (2) beautifying and grooming themselves, (3) using electronic devices, (4) changing seats, (5) irrelevant drawings, (6) irrelevant readings, (7) wandering around the classroom, (8) running around the classroom, (9) disobedience and playing inside the classroom, and (10) calling out and teasing classmates. It also came out that the number one reason on students' misbehaviors is the "peers' involvement". Abusive peers gained the highest point and selfish peers gained the lowest. The "teacher's involvement" ranked number 2. Strict teachers have the highest point and the lowest rank are the teachers tolerating noisy students. The "parent's involvement" ranked number 3. Strict parents got the highest point and the uncaring parents got the lowest. The number 4 in the ranking is the "school environment" where noisy environment gained the highest point and the dangerous environment gained the lowest.

DISCUSSIONS

The results were used as a basis in identifying other misbehaviors which often occurred when the teacher is not around or the teacher is tolerating the initial attempt to misbehave. The study recommended the review on school policies on guidance and discipline and reiterate the need to create the standard norms. They must also conduct and disseminate the same to the school's stakeholders, especially parents and students.

KEYWORDS: classroom misbehavior, policies, disciplinary measures, guidance, counseling

SUBMISSION ID: R04A-BATANC-0048

Classroom Misbehaviors among Grade 6 Pupils Bases for Development of Behavior Modification Teachers' Guide

Leonora Castillo & Nhaila Javier, Department of Education

Abstract

INTRODUCTION

The issue of misbehavior or behavioral problems among pupils inside the classroom is an issue of discipline in the classroom. Alfonso Central School is not excluded in the occurrence of behavioral problems among pupils. Novice and experienced teachers agreed that behavioral problems among their pupils are one of the most challenging tasks that they have faced in their everyday teaching.

METHODS

This study employed the descriptive-correlational research design to determine the relationships between the variables pupils' behavior and the intervention given by the teacher. The respondents of this study are 48 Grade VI pupils of Alfonso Central School. Descriptive-normative survey and the correlational design was used with the aid of pupils and teachers as informants. Through the normative survey, the perception of the pupils regarding playing video games in relation to study habit was described. Correlation between the variables of misbehavior and teachers' guide intervention used was also established.

RESULTS

Based on the study, pupils are sometimes unwilling to defer to the classroom and school policies. Some pupils' misbehavior is sometimes caused by poor management of the classroom and the inability of teachers to motivate the pupils. The intervention given to pupils helped them improve their behavior in school.

DISCUSSIONS

This study implied: 1. That the behavior modification program will be implemented in the coming year to the next set of pupils, 2. That a follow up in-depth research is needed to get the perception of parents, 3. That the school should organize a reorientation to students on the basic behavior expectations and responsibilities.

KEYWORDS: Variable 1: Assessment of Pupils' Behavior 2. Teachers' Guide Intervention

SUBMISSION ID: R04A-CAVITC-0039

Classroom Observation and Coaching in the Senior High School Curriculum: Highlights of Experiences of an Instructional Leader

Bernardita Andal, Department of Education

Abstract

INTRODUCTION

It is a great challenge to an instructional leader of a senior high school curriculum to properly conduct classroom observation and coaching to meet the standards of giving quality education to Grades 11 and 12 students. This study was conducted to determine teachers' classroom observation experiences, the challenges of instructional supervision being faced by both the teachers and the principal, and the coaching experiences that may be shared to other Senior High School instructional leaders.

METHODS

The qualitative research design was used. Self-made questionnaire-checklist was utilized by the researcher as the main data-gathering instrument. The researcher used the weighted mean in the analysis and interpretation of data.

RESULTS

It was found out that "words of praise and encouragement from the observer (3.857)", "attained desired to learn goals when coached by the superior (3.571)", and the "successful teaching results when pre and post conferences were conducted (3.000)" were always experienced by the teachers. The weighted mean of 1.286 shows that they did not feel discouraged by the comments given by the observer. They sometimes failed to manage time properly when the observer is around, felt uncomfortable when the observer is directly sitting at the back of the classroom, and felt nervous and had unsatisfactory teaching result when pre and post conferences were conducted, as shown by the weighted mean of 1.857, 1.571 and 1.857 respectively. Teachers meant to strongly disagree, as shown by the weighted mean, that they experienced to encounter strict or unapproachable observer (1.375), uncooperative students (1.750), and insufficient learning materials (2.375) as challenges on classroom observation. They agreed that technical problems occurred during observation, unpreparedness, and fear or nervousness challenged most as revealed by the weighted mean 3.125, 2.625, and 2.750 respectively.

DISCUSSIONS

From the results of this study, it is recommended that instructional leaders should continue to exercise giving praises and recognition to teachers' good performance. Providing proper coaching to teachers will also help. For instructional leaders of other senior high schools, it is important to conduct pre and post conferences when performing instructional supervision. In the classroom, you should be as unobtrusive as possible. The post-observation conference is the key to the observation where feedback is given. An instructional leader must be a good coach.

KEYWORDS: classroom observation, coaching, experiences, challenges, senior high school curriculum, instructional leaders

SUBMISSION ID: R04A-BATANP-1431

Classroom Observations and In-Service Training: their Significance to the Public Elementary School Teachers of the South District, Division of Lipa City

Arlin Bravo, Division Of Lipa City

Abstract

INTRODUCTION

The possible factors behind the school's level of performance rest partly on the school heads' performance of administrative, management, and supervisory functions, along with the teachers' performance of instructional and many other functions. The quality of education depends on the quality of teaching and on the effectiveness and efficiency of the teachers. It is in this connection that the researcher decided to conduct a study on the significance of both classroom observations and in-service training programs to the public elementary school teachers of South District, Division of Lipa City. The researcher believes that the improvement in classroom observation and in-service training will be beneficial to the school heads, the teachers, the schools and the learners.

METHODS

The researcher used the descriptive method of research with the questionnaire as the main data gathering instrument. There were 142 teachers of the public elementary schools in South District, Division of Lipa City. The data gathered from these respondents were analyzed and interpreted through the use of Simple Percentage, Weighted Mean for their responses to the main research variables. T-test and correlation were used for statistically testing the research hypotheses.

RESULTS

There is a very strong linkage between the significance of classroom observations and in-service training programs to the teachers' level of improvement. Classroom observation is of great significance to the teachers' professional and personal growth and development. The public elementary schools, teachers manifested great improvement as an offshoot of classroom observations and in-service training. In-service training created conditions conducive to continuous professional development and improved teachers' skills and competence.

DISCUSSIONS

Classroom observations make teachers more dynamic, creative, responsive, reflective, smart and goal-oriented. It can be suggested that classroom observations be conducted more often, be guided by standard principles, be more purposive. In-service training provided them the opportunity to express ideas and communicate with others and provided a better understanding of changes and innovations in the educational system. Their mastery of subject matter and their application of more effective teaching strategies were enhanced and improved through the school heads' conduct of classroom observations and through their attendance of in-service training.

KEYWORDS: Classroom observation, in-service training, professional growth, personal growth, significance, improvement

SUBMISSION ID: R04A-LIPAC1-0027

**Classroom Program on Study Skills for Grade 12 Learners: An
Assessment and Impact on the Academic Performance in Physical
Science**

Pilar B. Limin

Abstract

INTRODUCTION

The Department of Education's standards in the Mean Percentage Score of the learners is 75% in all learning areas for every quarter. The researcher introduced an intervention that will help the learners in achieving this goal through the implementation of the classroom program. This research endeavor explored and assessed the effectiveness of the intervention program, Classroom Program on Study Skills, for Grade 12 Learners of Porac National High School during the academic year 2017-2018.

METHODS

The descriptive method of research was employed. The personally designed survey questionnaire was subjected to the validation of expert professionals for improvement. Informal interviews were conducted to validate the responses obtained. Fifty-three (53) Grade 12 learners were purposively selected and served as the participants of the study. The researcher personally administered and retrieved the survey questionnaires. Moreover, the researcher utilized appropriate statistical tools such as the frequency distribution, mean, percentage, rank, Likert scale, and t-test

RESULTS

Findings revealed that the means of the academic grades of student- participants during the first and second quarters in Physical Science are 75.34 and 78.53 respectively. The difference in the academic performances of student-participants between the first and second quarters is 3.19. It was also divulged in the study there is a significant difference in the level of academic performance of student- participants in Physical Science after the conduct of the intervention.

DISCUSSIONS

It was also divulged in the study there is a significant difference in the level of academic performance of student-participants in Physical Science after the conduct of the intervention. This only means that the intervention is effective in improving the academic performance of the students. Finally, conclusions and recommendations were made after the implementation of the proposed intervention program.

KEYWORDS: Classroom Program, Intervention, Study Skills, Study Habits, Academic Performance

SUBMISSION ID: R003-PAMPAN-0000

Classroom Reward Practices of Sires Teachers: Its Benefits on the Learners

Claribeth San Pedro & Cristina P. Reyes

Abstract

INTRODUCTION

"Rewards are not an entitlement, they have to be deserved, they have to be earned," according to Murad S. Shah. Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are more likely to be happy, content, and motivated (Department of Education Order 36 s.2016).

METHODS

The study used qualitative research using the questionnaire-checklist method and interview. The respondents were 25 teacher-respondents from San Lorenzo Ruiz Elementary School.

RESULTS

On gender, one (1) or 4% was male and twenty-four (24) or 96% were female. On age, 20-40 years old were fifteen (15) or 60%, 41-60 years old were ten (10) or 40%. On civil status, thirteen (13) or 52 % were married and twelve (12) or 48% were single. On position, Teacher I were fifteen (15) or 60%, on Teacher II were three (3) or 12%, Teacher III were six (6) or 24%, and Master Teacher I has only one (1) or 4%. On the length of service, on 1-10 years were fifteen (15) or 60%, 11-20 years were eight (8) or 32%, and 21-30 years were two (2) or 8 %. On grade level, primary teachers were eleven (11) or 44% and intermediate teachers were fourteen (14) or 56 %.

The following are the benefits of classroom reward on the learners: Motivates pupils to excel academically got the highest frequency of twenty - three (23); Instills good behavior inside the classroom obtained thirteen (13); Lessens absenteeism got twelve (12); Fosters friendly competition obtained the lowest frequency of seven (7); and Feels good about oneself got thirteen (13).

DISCUSSIONS

On the basis of the above findings, the following conclusions were drawn: There were more female teachers than male teacher in the total respondents ; teachers from 20-40 years of age outnumbered those teachers from 41 - 60 years of age; the number of married and single teachers were almost the same; Teacher I outnumbered Teacher II and Teacher III and there was only one Master Teacher I; teachers who served from 1-10 years were more than those teachers who served from 11-20 years and the least are those teachers who served from 21-30 years; and there were more intermediate teachers than primary teachers among the respondents.

Stamp, stickers, simple token, treat/snacks, and certificate of recognition are some of the classroom rewards being practiced by SLRES teachers. The following are the benefits of classroom reward on the learners: a. Motivates pupils to excel academically; b. Instills good behavior inside the classroom; c. Lessens absenteeism d. Fosters friendly competition, and e. Feels good about oneself.

KEYWORDS: reward, benefits, learners

SUBMISSION ID: R04A-CAVITC-0098/ R04A-CAVITC-0097

Classroom Reward Practices of Sires Teachers: Its Benefits on the Learners

Claribeth B. San Pedro & Cristina P. Reyes

Abstract

INTRODUCTION

"Rewards are not an entitlement, they have to be deserved, they have to be earned," according to Murad S. Shah. Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are more likely to be happy, content, and motivated (Department of Education Order 36 s.2016).

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KEYWORDS: reward, benefits, learners

SUBMISSION ID: R04A-CAVITC-0098/ R04A-CAVITC-0097

Classroom-Based Management Strategy for Grade V Pupils with Disruptive Behavior at Resplendor Elementary School

Fe Peng, Department of Education

Abstract

INTRODUCTION

This research attempted to characterize the behaved pupils from the misbehaved ones during classroom instruction. Moreover, it tried to compare both pupils under investigation. The research end goal is to prepare an action plan to manage pupils' disruptive behaviors of Grade V pupils at Resplendor Elementary School during the School Year 2016-2017. This study aims to maintain, if not promote, more desirable behavior among the behaved pupils, and to eliminate disruptive behaviors among misbehaved pupils.

METHODS

The study compared the characteristics of the behaved pupils from the misbehaved ones during classroom instruction. The study used the causal-comparative research design to characterize the existing conditions relative to the behavior of the intermediate pupils. Personal, social, and academic characteristics of pupils were used as factors including their family orientation. This study did not use sampling design since the number of the respondent is 27. Questionnaire-checklist and interview were used in gathering data at Resplendor Elementary School.

RESULTS

The level of self-concept of the behaved pupils was very high, while their counterpart had a lower level of self-concept. Behaved pupils perceived themselves as intelligent pupils who can think well and always have the ability to do things. They did not perceive themselves to be a successful professional someday, thus they did not aspire to get high grades and finish their studies. Behaved pupils perceived themselves as sociable individuals contrary to their counterparts. Behave pupils had very good relations with their peers. The level of activeness of the behaved pupils in co-curricular activities was greater than the misbehaved pupils. Behaved pupils have a very good level of values at home compared to the misbehaved pupils. Being quarrelsome and talkative were the most predominant traits the misbehaved pupils had.

DISCUSSIONS

There were no observable disruptive behaviors among behaved pupils during classroom instructions. Pupils who behaved in class differ in self-concept as compared to their counterpart. In terms of outlook in life, behaved pupils have a more positive view of life. In terms of aspirations, behaved pupils had ambitions and a definite focus in mind. At home, behaved pupils were proud of their families and loved them and that they behaved in class to maintain their good family relationship. The behaved pupils also showed better scholastic ability and more active membership in school organizations.

KEYWORDS: disruptive, behavior, relationship, management

SUBMISSION ID: R04A-BATANP-0896

Classroom-Based Attendance Enhancement Strategy in Reducing Drop-out Rates and Absenteeism among Grade One Pupils

Leona Gonzales

Abstract

INTRODUCTION

Absenteeism in school is the habit of staying away from school without providing a genuine reason for not attending classes. It is a truant behavior that negatively affects the performance among pupils. This study is an overture of the classroom-based attendance enhancement strategy to prevent student absenteeism which may later lead to student drop-out. Specifically, it seeks to provide answers to the common reasons for being absent in class. Also, it aims to know the pupils and parents' perception of the significance of school attendance. A plan of action is also proposed to enhance the pupils' attendance and prevent drop-outs due to absenteeism.

METHODS

This study dwells into the stats of absenteeism of the 51 Grade One learners. It leads to a preventive classroom-based plan of action for enhancing pupils' attendance. Different strategies are used to reduce the absenteeism of the pupils such as attendance monitoring, enhancing school culture and community, increasing student engagement, mentoring pupils for academic success, parent, family outreach and partnerships, home visits, giving rewards, establishing good communication with parents, and referring chronically absent pupils to counselors.

RESULTS

Based on the results, financial problems, waking up late, and family problems are the top three reasons for absenteeism. In terms of pupils' perception of attendance, the top answers are: it will make me learn more, it will make my grades high, and it will affect my grades. In terms of parents' perception of the significance of attendance, these include: it will make my child learn new lessons, it affects my child's grades, and it may cause my child's failing grades. After using the different strategies to improve attendance, all in 98% of the pupils are attending classes regularly and 98% of the parents are supporting their children's positive school attendance.

DISCUSSIONS

The findings show that the common reason for pupils' absences is very personal such as financial problem, waking up late, and family problems. In terms of the pupils and parents' perception of attendance, they believed that their children's attendance at school is important. As a result of the plan of action and strategies used, the pupils are now aware of their attendance and they see to it that they attend classes regularly. Ensuring the research project's continuity and sustainability were deemed necessary. Also, this can be applied to other grade levels to support pupils' attendance and combat absenteeism.

KEYWORDS: absenteeism, drop-out, classroom attendance

SUBMISSION ID: R04A-TANAUA-0046

**Classrooms' Physical Environment: Its Effects to Learning Experiences
of Humanities and Social Science Students of Lemery Senior High
School**

Jake Mark Ricalde, Department of Education

Abstract

INTRODUCTION

Schools are considered as the second homes of every learner and they play a very vital role in their holistic development. In this connection, they promote a positive atmosphere and responsive environment where learners feel motivated, protected, cared for and involved, from its whole vicinity down to every classroom. Needless to say, teaching and learning processes transpire in the classrooms where new knowledge and realizations are conceptualized, making it one of the factors towards learners' experiences. This research aims to investigate the multifaceted classrooms' physical environment with a focus in illumination, ventilation, room arrangement, and equipment in relation to students' satisfaction, teachers' delivery of instruction, the accomplishment of activities, and socialization with classmates, among others.

METHODS

The researcher utilized the descriptive research method to explain the data and characteristics of the variables. In this study, the researcher used a researcher-made questionnaire to gather data about learners' perception of their experiences as far as the classroom's physical environment is concerned. With the total population of 256 Humanities and Social Science (HUMSS) students, treated with Raosoft with a margin of error of 5% and confidence level of 95%, the researcher was able to come up with 154 respondents who were randomly selected.

RESULTS

Upon treatment of the data gathered, it is revealed that all aspects of classrooms' physical environment have an influence on learners' experiences. Among them, ventilation, which pertains to the quality of air, has affected the learners in a very great extent especially during collaboration among their classmates. Furthermore, room arrangement and equipment also showed very great extent which both scored high in accomplishing activities and projects due to enough space and smooth facilitation of the flow of work. On the other hand, illumination or lighting gained a great extent in the concept of efficient delivery of teachers' discussion.

DISCUSSIONS

The results suggest that there is a positive implication of illumination, ventilation, room arrangement, and equipment to learning experiences of HUMSS students of Lemery Senior High School. This shows that the current condition of the physical attributes of the classroom suits the learners well. It is noted that schools must find ways to improve this aspect for the learners to have favorable learning experiences with their tasks, teachers, classmates and the school in general.

KEYWORDS: classroom, physical environment, learning experiences, senior high school

SUBMISSION ID: R04A-BATANP-1828

Club Officers Responsibilities: An Input Success Indicator Towards Club Performance of Santisimo Rosario National High School

Mark Kailyn C. Fernando, Santisimo Rosario National High School
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Abstract

INTRODUCTION

Researchers observed that in different organizations in schools, most of their performances failed. The researchers end up conducting this study to understand if the responsibilities of the club officers affect the success of their organization. This study wanted to seek how the responsibilities of club officers in terms of interests, communication skills, leadership skills, and position of duty correlates with their club performance in terms of teamwork, accomplishments, action plan, and consistency.

METHODS

This study utilized correlation research where questionnaires for student officers and club advisers were given to test the variables. To determine the significant relationship between variables, Pearson Moment of Correlation was applied in the study.

RESULTS

This results showed an interpretation of "Not Significant" since the computed p-value=0.523 was higher than the significance level of 0.05. The interpretation means that the club officer's responsibilities do not have a significant relationship to club performance. Therefore, the hypothesis given by the researchers which say "There is no significant relationship between the responsibilities of the club officers to its club performance" is accepted.

The acceptance of the null hypothesis may be due to other factors that are for in-depth research. The factors which were covered in the study that affect the success of each organization were the ones that they actually possess, resulting in their successful organization.

DISCUSSIONS

With the null hypothesis which says that there is no significant relationship between the responsibilities of club officers to the success of the organization, researchers come up with the idea that there are more in-depth factors that affect the success of the organization. Future researchers may seek for more factors influencing the success of the organization.

KEYWORDS: club organization, school organization, responsibilities, performance

SUBMISSION ID: R04A-SANPAB-0020

CMA of SVES Teachers: Basis for School-Based Training for Effective Classroom Management Activities

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Abstract

INTRODUCTION

Classroom management is one of the main concerns of teachers, administrators, and parents. It is the first professional activity needed to be developed at the beginning of a teaching career and represents the most significant difficulty needed to be overcome when a teacher begins to teach (Marcelo, 2003). Learning is the central goal of the total school operation and teaching is the school's basic production technique. Effective teaching and learning take place in well-managed classrooms.

METHODS

Descriptive method of research was used in this study. The principal aim of employing this method was to describe the nature of a situation, as it exists at the time of the study, and to explore the cause of a particular phenomenon.

RESULTS

Some SVES teachers need improvement in classroom management strategies. More experienced teachers have fewer problems in classroom management. SVES teachers are very much willing to be part of the classroom management-training program for better instruction. Some teacher-respondents are equipped with the necessary educational qualifications to carry instructional activities.

DISCUSSIONS

There are many problems encountered by SVES teachers with their classroom management along with their instruction. These were common among new teachers and to those teachers who were handling lower sections. These difficulties include: a. inattentiveness of pupils during class discussions, b. most pupils did not perform the task assigned, c. some teachers failed to prepare lessons with adequate instructional materials, d. poor participation of pupils during group discussions, e. non-reader pupils, f. pupils pay less attention to the activities, g. lack of discipline, h. hyperactivity of pupils, i. absenteeism, j. noisiness, k. poor memory of pupils, and l. poor ventilation.

KEYWORDS: CMA, SVES, management

SUBMISSION ID: R04A-BATANP-1915

Coaching and Mentoring among Teachers to Improve Teaching Strategies in Mahabang Dahilig Elementary School

Evelyn Delos Reyes

Abstract

INTRODUCTION

This study aims to determine the impact of coaching and mentoring among teachers as methods for enhancing their teaching strategies and improving the academic performance of the pupils. It also seeks to know the profile of the teachers, the teaching strategies used by the teachers, and their perception of coaching and mentoring by the school head.

METHODS

The researcher used the descriptive method of research in education. In the collection of data, the survey type was utilized. Questionnaires were used as the main data gathering instruments, supported by the researcher's oral interview. The respondents were the eight (8) teachers of Mahabang Dahilig Elementary School from Kindergarten to Grade VI.

RESULTS

The profile of the teachers in Mahabang Dahilig Elementary School has an effect on improving their teaching strategies and performances. All of them are married and the greatest number of teachers fall on ages 20-30. The largest group of teachers belong to the youngest years of teaching with experience. Out of 8 teachers, 5 of them are Teacher I, 2 are Teacher II, and only one is Teacher III. Among the strategies being applied by the teacher, Pedagogical Approach and Contextualization and Localization Approach topped in the list. The teachers had a positive perception of the principal's activities related to coaching and mentoring.

DISCUSSIONS

The results revealed that there is a need for coaching and mentoring to improve teachers' teaching strategies. The findings led the researcher to intensify mentoring and coaching activities to enhance the teaching competencies of the teachers. They could use different approaches that would fit the diverse learners. Teachers perceived positively the strategies they learned from the mentoring and coaching of the principal.

KEYWORDS: mentoring, coaching, improve, strategies, performance, teaching

SUBMISSION ID: R04A-BATANC-0462

Coaching Attitudes of Teachers: Its Relevance to Achieve High Performance in Academic Competition

Lita Magsalay, District SBM Coordinator, District Music, and Arts Coordinator
and District GSP Coordinator

Abstract

INTRODUCTION

A pupil-centered institution that aims for high performance in academic competitions is usually focused on the different factors that contribute to winning results. So, this study is prompted to determine the relevance of coaching attitudes of teachers in aiming for high performance in different academic competitions. It was undertaken for the teachers to develop their positive coaching attitudes.

METHODS

The Descriptive-Survey Method was used in this study and surveys were performed to discover some aspects of teacher's coaching attitude and style. The researcher used also questionnaires, observations, interviews on students' classwork, and achievement before and after the study.

RESULTS

Many proficient teacher-respondents in the given questionnaires and interviews conducted agreed that coaching attitudes of teachers affected the performance of the pupils in academic competitions. These are the positive attitudes of teachers who aimed for high performance of their pupils: optimistic, passionate, perseverance, with good health, faith to others and setting God as the ultimate source of all victories. Definitely, these positive attitudes conquer positive results.

DISCUSSIONS

The results show that attitude is the true secret for the success of all people of any professions and walks of life, specifically the teachers who are the beneficiaries of this study. Therefore, the most significant triumph we need to achieve for our pupils in aiming for high performance in academic competitions is to develop teachers' winning attitudes.

KEYWORDS: coaching attitude, relevance, high performance

SUBMISSION ID: R04A-BATANP-1429

Co-Curricular Activities, Academic Stress, and Academic Performance among Senior High School Students

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(Adviser: Caroline Bobiles and Angelie Joyce Gomez)

Abstract

INTRODUCTION

The educational process engages students in academic and co-curricular activities. As part of the vision of the Department of Education, academic endeavors must help shape, cultivate, and enrich the holistic development of students. It is in this aspect that co-curricular activities may have significant influences. Students experience various academic stress making them vulnerable to problems that may affect academic performance. With these, the researchers aimed to study the participation of students in co-curricular activities; the significant effect of co-curricular activities to academic stress; the significant effect of academic stress to academic performance; and the interplay of co-curricular activities, academic stress, and academic performance of students from Pulo Senior High School.

METHODS

This study utilized the correlational research method which provided the most effective tool for determining a relationship between co-curricular activities, academic stress, and academic performance of the students. This study used purposive sampling where the respondents are actively involved in co-curricular activities. Fifty senior high school students during the first semester of the academic year 2018- 2019 were used in the study.

RESULTS

Based on the findings, the majority of the students spend more hours in co-curricular activities. The respondents also have a high level of academic stress. In addition, the academic performance of the students based on their average was very satisfactory. Based on the data gathered and the results obtained, there is a significant relationship between co-curricular activities, academic stress, and academic performance.

DISCUSSIONS

The results demonstrate that the students would likely engage more on their co-curricular activities. Their high academic stress shows that the students always worry about their test results after examinations. The very satisfactory rating of their academic performance shows that students can perform well in their studies. The significant relationship among co-curricular activities, academic stress, and academic performance implied that the students have managed these factors well. Regarding this, numerous researchers conducted to investigate this relationship confirmed that there is a significant relationship among the said factors.

KEYWORDS: co-curricular, academic stress, academic performance

SUBMISSION ID: R04A-CABUYA-0026

Code Switching in Original Pilipino Music (OPM)

Jeanmarc M. Bareng, Teacher

Abstract

INTRODUCTION

Man's thought has been best known for its creativity. Thus, it is not surprising to notice people who are creatively making new forms of utterances and switching languages within the same statement. This is referred to as code-switching. Code-switching as a field of study has a rich and varied literature and reached even the world of music. Music is a social phenomenon for Filipinos and a day in a Filipino teenager is a musical experience. This intertwining of language, music, and culture is realized in code-switching in Original Pilipino Music (OPM). However, there is a dearth of literature and studies when it comes to code-switching as used in OPMs.

METHODS

A descriptive-correlational approach was used in this study. The study investigated the attitudes of teenagers towards OPMs and the significant relationship between gender and their attitudes on code-switching in OPMs. Forty-one students responded to an attitudinnaire. The data analysis consisted of three parts. The first dealt with the most commonly used level of code-switching structure in OPMs. Secondly, it dealt with the general attitude of the respondents per gender. Lastly, the means were compared to determine the significant difference between the attitudes of male and female respondents.

RESULTS

The study showed the preponderance of word-level code switching OPMs. It also showed a generally positive attitude towards code-switching in the OPMs. However, male in this study manifested a preference for pure Tagalog OPMs. To validate, an interview was conducted and their reasons for preference range from personal to nationalistic. In contrast, female respondents tend to strongly agree that code-switching is a creative form of the languages involved than males. This implies that female respondents believe that the use of code-switching in OPM is a manifestation of creativity.

DISCUSSIONS

Knowledge of different structural levels is relevant to language studies specifically on lexis and morphology. Pedagogically, learners will realize the appropriateness of language depending on the type of genre and the degree of text formality and they can use these creatively and appropriately in their repertoire of language for communication situations. In academic writing, formal use of the language is encouraged. Sociolinguistically, usage of code-switching in informal communicative events help communicators express themselves. So, teachers are encouraged to be tolerant when they hear students code-switching.

KEYWORDS: Philippine music, levels of code-switching structure, language attitude

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