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EDUCATION

Effective Mathematics Intervention Program for Grade Six Pupils of Senator Claro M. Recto Memorial Integrated School through Fb: Fraction Bars

Lorena Dumapit, Department of Education

Abstract

INTRODUCTION
The recent results of the National Achievement Test in Sen. Claro M. Recto Memorial Integrated School indicate low performance in the different areas of learning; especially thus, this action research was conducted. This study will help to determine the strengths and weaknesses of the students in the area of Mathematics. In addition, this will be the backbone of the school in order to improve the performance of the Grade Six Pupils. Another basis of launching FB: Fraction is the result of the First Quarterly Test of the Grade Six Pupils. Item analysis conducted by the researcher shows results that are not very impressive. FB: Fraction Bar is perfect for flipped classroom math teachers and pupils. This lesson is aligned with the common core learning standards for math and the k-12 math curriculum as well.

METHODS
The researcher used the Descriptive research which involves the description, recording, analysis, and interpretation of the present nature, composition or process of the phenomenon.

RESULTS
The findings reveal that the pupils improved their understanding of fractions. There is a total of 6 or 96% of pupils passed the post-test however, 1 or 14% failed in the given test. This is due to the number of absences of the clientele. The correct responses of each identified pupil who did not pass the post-test using the Teacher-Made Test were tabulated and tallied. The post-assessment test shows that there is an increase of almost 42% in the 4 competencies involving fractions. However, pupils obtained a lower number of correct responses in Operation on fractions and Word Problems Involving Fractions with respective percentages of 71% and 67%. The findings reveal that the pupils improved their understanding of fractions.

DISCUSSIONS
Overall, the researchers found that the FB or Fraction Bar tasks were successful in supporting student learning. However, even with this highly researched, refined, and a sequenced group of learning objects, there were important contexts that affected the success of FB use by specific students. The three interacting contexts were related to technical, teaching and student factors that operated simultaneously in the learning environment of FB implementation. The revealing of these contexts through the study led the researchers to develop a guide to support teacher implementation of FB. This intervention clearly illustrates the ways that researchers and educators could help generate better conditions for student learning.

KEYWORDS: FB: FRACTION BARS

SUBMISSION ID: R04A-LIPAC1-0020

**Effective Parent-Teacher Conference-An Aid to Improve the Learning
Performance of Grade II Pupils at Mabini Central School**

Nicetas Martinez & Marites M. Albania, Department of Education

Abstract

INTRODUCTION
Parent-Teacher Conferences are an opportunity to open communication between home and school, keep parents informed about their child's achievement, and develop cooperative strategies that can ultimately benefit the student. They are an ideal time for the important adults in a child's life to arrange to work together to help the child succeed. In this study, the parent-teacher conference serves as an aid to improve the performance of the pupils. It involves the aspects to improve learner's performance, the behavior of parents and how it affects the learning achievements.

METHODS
The research design is quantitative in nature. Four main instruments were used to collect data for this research work. These instruments were: Questionnaires, Interviews, Teacher Observation, Surveys Data. The research participants of this study were 36 out of 157 Grade II parents of Mabini Central School.

RESULTS
Based on the results from the respondents, the three main aspects to improve learner's performance was the learning status of pupils, behavior performance and follow up at home. And it can be revealed that the uncooperative parent is one of the most common problems encountered by the adviser. Through Parent-Teacher Conference, pupils do better academically, emotionally and socially. They are happier at school. Learners attending school more regularly and are better behaved. Some like their parents to visit them in school always. And parents who have a positive attitude towards their child's education, school, and the teacher are able to positively influence their child's academic performance.

DISCUSSIONS
The outcomes of this study show that the Parent-Teacher Conference serves as a vital role in the learning performance of the pupils. the camaraderie between the parents and teachers has also a great impact to improve the learning ability of the clientele. In lieu of this, some interventions will be applied to strengthen unity and have a harmonious relationship between parents and teachers.

KEYWORDS: conference, camaraderie, ultimate, quantitative

Effective Parent-Teacher Conference-An Aid to Improve the Learning Performance of Grade II Pupils at Mabini Central School,2018- 2019

Nicetas Martinez & Marites M. Albania, Department of Education

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KEYWORDS: conference, camaraderie, ultimate, quantitative

**Effective Reading Intervention to Improve the Reading Difficulty of Grade
1 Pupils of Balete Elementary School**

Remedios Belbes, Balete ES

Abstract

INTRODUCTION

The main purpose of teaching is to educate a child. As a steward, there is a need for him to provide adequate knowledge in all areas of his growth and help him develop his learning skills. One of the learning skills that a child should develop is his reading comprehension skills.

This action research is focused on the reading competence of grade one pupils of Balete Elementary School. Furthermore, the researcher aims to suggest activities or interventions which could enhance the pupils' reading competence.

This study is focused on the pupils' reading competence in reading alone. Moreover, this action research did not cover other competencies in English like writing, speaking and listening.

METHODS

This study used a descriptive type of research.

It is a study designed to depict the participants in an accurate way. It is all about describing people who take part in the study. In addition, descriptive studies primarily concerned with finding out "what is".

The respondents of this study were the 39 grade one pupils of Balete Elementary School. No sampling was used in this study.

In this study, the researcher used data from the reading assessment given by the teacher. The researcher identified the reading skills of the pupils through an individual reading assessment done.

RESULTS

After the thorough analysis of the data, the following were found:

Several pupils were found to be poor in terms of their reading skills.

Peer reading, individual, teaching, and reading with parents were effective activities in the reading program.

The reading program was utilized and found to be effective to enhance the pupils' reading skills. The researcher came up with the following recommendations:

A similar program may be utilized in other grade levels.

Other strategies and activities could be tested as to their effectiveness in enhancing the reading skills of the pupils.

More parents and other stakeholders could be encouraged to participate in varied reading activities.

DISCUSSIONS

Reading Performance of Pupils

After the analysis of the pupils' performance in reading, it was found that 15 students were poor in terms of their reading competency.

In the post-test given, it was found that all learners who participated in the remedial program manifested dramatic improvement in terms of their reading skills particularly in terms of speed and word recognition.

Among the major activities under the intervention program which was found to be truly effective was peer teaching.

KEYWORDS: Effective Reading Intervention, Improve Reading Difficulty, Reading Skills

SUBMISSION ID: R04A-BATANC-0383

Effective Reading Interventions to Improve Low Reading Performance of Pupils in Batangas City East Elementary School 2016-2017

Vicenta Ebora, Department of Education

Abstract

INTRODUCTION

The goal of Batangas City East Elementary School is to produce good/independent readers and to have better achievement in all learning area but the result of PHIL-IRI administered to pupils showed low reading performance. Seventy-one pupils out of 233 or 30.47% of the learners were under the frustration level. This finding sets off the principal to conduct action research on the most effective reading interventions that would help improve the low reading level of learners.

Reading interventions are techniques or activities that can be used to help students with reading difficulties improve their performance. These interventions if properly implemented can be really of great help to pupils improve their ability to read and comprehend. However, teachers usually utilize inappropriate techniques in dealing with these struggling readers.

METHODS

The descriptive method of research using the questionnaire as the data gathering instrument was used. Thirty-seven teacher-advisers of Batangas City East Elementary School were the respondents/subjects of study. Informal interviews were conducted to supplement the gathered data. The percentage, ranking and weighted mean were the statistical tools used to analyze and interpret the gathered data.

RESULTS

From the analysis of data, the researcher came up with the following findings: the effective intervention activities to improve the low reading level of pupils were determining the reading interests and abilities of pupils, utilizing appropriate teaching reading technique, conducting tutorial during supervised study, allowing extra time in reading, organizing a peer reading scheme and provision for a remedial reading in a small group setting; the reading materials the pupils enjoy reading were storybooks, basic textbooks and magazines and pupils were interested in reading fairy tales, fables, and short stories.

DISCUSSIONS

The results demonstrate the need for the teachers to implement effective intervention activities to enhance the low reading level of the pupils; utilize appropriate technique and sufficient reading materials suited to the needs of pupils and adjust reading instruction and materials to the reading achievements, interests and ability of each pupil. The School head, on the other hand, needs to closely monitor the implementation of reading interventions to track the progress of the pupils and to determine the improvement in their performance.

KEYWORDS: EFFECTIVE READING INTERVENTIONS TO IMPROVE LOW READING PERFORMANCE OF PUPILS IN BCEES

SUBMISSION ID: R04A-BATANC-0421

Effective School Activities to Remediate Absenteeism

Rona Mercado, Department of Education

Abstract

INTRODUCTION
The CI Project of PEN intended to address the pressing problem of absenteeism that resulted in poor learning outcomes. The record showed on the school form 2, 24 or 10% out of 246 K-3 pupils missed their classes due to absenteeism.
Based on Section 25 and 31 of the Education Act 1989, every school board must take all reasonable steps to make sure students attend school when it is open. Although there are some practical requirements, including maintaining the daily attendance register, it is up to individual schools to identify the scope of all reasonable steps in their attendance policies. School boards must give support when attendance issues arise. It is believed that surmounting this issue will raise the performance of K-3 pupils of PEN.

METHODS
 Our Guidance Counselor consolidated the monthly attendance of pupils through the use of SF2 and SF4. We found out that 24 pupils from K-3 constantly made absences for 3 consecutive months. We conducted meetings to orient the parents about the project, got their approval, analyzed and studied the students' background. The CI Team prepared survey forms for parents and pupils. Aside from parents and pupils, teachers were also interviewed as part of getting the voice of the customer.

RESULTS
 Based on the analysis of interviews and questionnaires conducted, the leading causes of pupil's absenteeism identified by the CI team were using mono teaching and strategies in teaching and limited reading materials. The CI team formulated solutions to address the root causes to ensure that the target specified in the objective would be achieved within a period of three months. These were mentoring and coaching workshops and in-service training of teachers, teacher-parent made materials and launching of Project READ (Read Enjoy and Discover). Through the activities are undertaken, the pupils have improved their academic performance, developed good attendance as a habit that the children need to form cooperation and teamwork.
The number of absenteeism decreased by 3 or 1.21 % from 24 or 10% K-3 pupils of Paaralang Elementarya ng Nagsaulay by January 2017.

DISCUSSIONS
 PEN combated absenteeism, created active participation of pupils, established pupils' rapport in the classroom and developed a sense of gregariousness. We believed that the way to achieve your target is to be protean and discern the value of commitment and teamwork. We need continuous monitoring and evaluation for future steps and sustainability.

KEYWORDS: Absenteeism, Remediation

**Effective Strategies in Teaching Technology and Livelihood Education to
Selected Grade 9 Students in Batangas National High School**

Angelica Blanca, Saint Bridget College

Abstract

INTRODUCTION

In the world of teaching, there are different strategies used by different teachers, which are based on the abilities and capabilities of students. Since they are facing the 21st century where there are different technologies, new forms of information, communication and collaboration are widely used in teaching Technology and Livelihood Education. Teaching strategies play an essential role in teaching specifically to the development and enhancement of the students' performance. This study aims to determine the effective strategies in teaching technology and livelihood education to selected grade 9 students in Batangas National High School.

METHODS

This research utilized 127 students from the 1278 total numbers of grade 9 students that are taking TLE subjects and 10 TLE teachers in Batangas National High School. The researchers used quantitative research and applied stratified random sampling to select the total number of students. The data were obtained through the questionnaires provided by the researchers.

RESULTS

After the careful analysis and interpretation of the data gathered, the respondents perceived that they agreed upon the strategies employed by the teachers in teaching TLE. Moreover, the respondents perceived that there are effects of the utilization of teaching strategies in students' attitudes and performance in class. In terms of the problem encountered, there are two serious problems which were a lack of teachers in teaching TLE and a short period of time in doing certain tasks. These findings led to a proposed plan of action that would be used as an instrument to enhance the effective strategies in teaching TLE.

DISCUSSIONS

The researchers recommend that the school administration may conduct a seminar that would deal with the personal development and capabilities to encourage the incoming college students about the benefits of teachers taking technology and livelihood education as their specialization of teaching. The school may produce a teacher's module for teaching strategies that will surely discuss the effective strategies that would help them to widen their knowledge beyond things and enhance their teachers' competency.

KEYWORDS: teaching strategies, Technology Livelihood Education,

SUBMISSION ID: R04A-BATANC-0322

**Effective Teaching Methods among Students of AMA Computer College
Cavite Campus**

Joseph Butawan, Bulihan National High School Silang, Cavite

Abstract

INTRODUCTION
A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. This study aims to determine the effectiveness of various teaching methods used for teaching students among students at AMA Computer College Cavite Campus.

METHODS
The convenient Sampling method was applied to this study. The researchers used the survey questionnaire method to gather input from the students. The main objective of this measurement is to find out which among the different teaching methods is best and interesting for the students.

RESULTS
Students studying in AMA Cavite Campus were interviewed about their perceptions of best and effective teaching methods and the reason for that. Most of the students rated the lecture method as the best teaching method. Reasons included; the teacher provides all knowledge related to the topic, time-saving, students attentively listen to lectures and take notes, etc. The group discussion was rated as the second-best method of teaching because of; more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students, etc.

DISCUSSIONS
The results of the study can be used as a tool in enhancing the current methodologies used by the instructors of AMA Cavite Campus. Furthermore, this study will help instructors in motivating their students in their studies.

KEYWORDS: Methods, Discussion, Principles, Instruction.

SUBMISSION ID: R04A-CAVITP-0543

Effective Use of Marungko Approach as Reading Intervention among Grade1 Pupils at LES

Gliceria B. Bathan, Jennie Rose Santos, & Marife A. Bool, Department of Education

Abstract

INTRODUCTION

The ability to read well is said to be the best achievement in one's life. But most of the pupils nowadays find it difficult to deal with. In our program, we encountered varying reading levels of pupils and how the MARUNGKO Approach aided those low performing ones to excel in reading.

METHODS

A qualitative method of research was utilized in the study. The respondents of the study were 22 beginning and struggling readers in Grade 1 which was identified through a pre-reading assessment. A reading intervention was conducted and interpreted well through the use of MARUNGKO approach to all the pupils who became part of the study.

RESULTS

As the intervention was practiced there are improvements that were shown among the pupils. During the administration of Post reading assessment, none of them was considered as non-reader. There is still a need to implement reading programs to pupils under the struggling level to make their reading level suitable for what is expected to their grade level. The findings implied that Marungko Approach is very effective to lessen the non-readers and to increase the reading levels of the pupils.

DISCUSSIONS

The results demonstrate the need for active involvement between the teacher, pupils, and parents in order for the MARUNGKO Approach to be effective. The guidance given in this early age was a constant factor in the success of the reading program.

KEYWORDS: Marungko Approach, reading, phonemes, phonics, intervention, beginning readers, struggling readers

SUBMISSION ID: R04A-BATANP-1821

Effectiveness in the Use of Mother Tongue as a Means of Instruction in Teaching Mathematics to Grade III Pupils of San Andres Elementary School in Relation to the Performance of the Grade Iv Learners

Lorna A. Agulo, Richelyn Catipan, & Rosalina A. Imperial

Abstract

INTRODUCTION

The use of Mother Tongue was seen to be a better technique in teaching Mathematics effectively. The transit between teaching Grade III Math using Mother Tongue and Grade IV Math using the English language is showing not being effective. Thus, the researchers prompt this study that aims to identify the Effectiveness in the Use of Mother Tongue as a means of Instruction in teaching Mathematics to Grade III pupils of SAES In Relation to the Performance level of the Grade IV learners S.Y. 2018-2019. Grade Three Mathematics was used as a tool to find the relationship during the school year 2017-2018 in San Andres Elementary School Bauan East District.

METHODS

The researchers used descriptive design to identify the Effectiveness of the Use of Mother Tongue as a means of Instruction in teaching Mathematics to Grade III pupils of SAES In Relation to the Performance level of the Grade IV learners. The survey questionnaire was prepared, validated, distributed, tallied and interpreted. Documentary analysis was used to collect the names of the respondents. Fifty-five learners took the Pre and Post Test. Mean and t-test was used as a data gathering instrument.

RESULTS

There is a significant effect on the level of performance of the respondents in the use of Mother Tongue as a means of instruction in teaching Mathematics in relation to the performance level of the Grade IV pupils. Grade three pupils S.Y 2017-2018 who was taught using Mother Tongue shows higher performance level in Math Skills than Grade four pupils S.Y 2018-2019 who was taught using English Instruction. There are problems encountered by Grade-III in using Teacher's Guide in the teaching-learning process. There are also problems met by the teacher in using the teacher's manual of Grade-III.

DISCUSSIONS

There are effects of MTB-MLE to Grade III pupils' performance in Mathematics. There are problems encountered by Grade III teachers in using the Teacher's Guide in the teaching-learning process. There are also problems met by the teacher in using the teacher's manual. Provision sample instructional materials, curriculum writers must represent each district and MTB must be taught as a subject and not as a medium of instruction are essential measures for consideration. Localized instructional materials shall be highly encouraged that could help in the transit of Math Skills from Grade-III to Grade IV level.

KEYWORDS: effectiveness, mother tongue, instruction, performance, mathematics

SUBMISSION ID: R04A-BATANP-2086

**Effectiveness of 3 Minutes Daily Drill in Improving the Multiplication Skills
of Grade 7 Students**

Joel Fababaer, New Era National High School

Abstract

INTRODUCTION
To produce 21st Century Learner has been the goal of the Department of Education for all Filipino students, but this yet far from reality for most of our students, especially in public schools. Our low ranking of our country in the previously held TIMMS and the declining result of our student's mathematics in the National Achievement Test (NAT) are reflections where our students now. And the increasing number of non-numerate students enrolling in Grade 7 had been very alarming. In this study, we will determine the effectiveness of 3 minutes daily drill in improving the multiplication skills of non-numerate Grade 7 students and measure the automaticity and accuracy of the students in multiplying single digit numbers.

METHODS
A One-Group Quasi-Experimental design was used in this study. Data were treated through the use of frequency count, percentage, T scale, mean, and standard deviation.

RESULTS
(a) The comparative results on the automaticity level showed that many of the identified non-numerate students have least nor mastered the multiplication table before they enter high school, most of the students were "very poor" or "poor" in performing single digit multiplication indication why most of the students were not participating in class discussion or not answering questions related to multiplication.
(b) After the intervention, many of the students had greatly improved their automaticity from" Poor" to "Very Satisfactory" in their performance. This indication proves the effectiveness of the 3 minutes oral drill intervention(c) In addition, after the intervention, most of the students showed an improvement in their accuracy whereas most students belong to the "excellent and Best Imaginable" level. The improvement of the skill of the students shows the positive effect of the intervention applied to them.

DISCUSSIONS
The significant difference in the pre-test and the post-test results proves the effectiveness of 3 minutes oral drill in improving the skills of the students in performing multiplication of one-digit number. It implies that even though oral drills are just basic activities (elementary drill), its positive effect cannot be denied in improving the automaticity and accuracy of our high school students, especially to our non-numerate students. In light of the conclusion, it is recommended that teachers should focus on improving the basic skills of the students for this is their foundation of learning a higher concept of mathematics. Drills like recitation, window cards, and flashcards are not just for elementary students, it can be used as an intervention to improve the mathematical skills of our high school students.

KEYWORDS: Oral Drill, Multiplication Operation

SUBMISSION ID: R04A-DASMAR-0024

Effectiveness of a Contextualized Reading Module in English for Grade-7 Students

Lusvintel Solis

Abstract

INTRODUCTION
One of the difficulties faced by secondary school teachers today is that many students come into their classrooms without the requisite knowledge, skills, or disposition to read and comprehend the materials placed before them. To address this gap, the researcher is motivated to conduct this study in order to determine the effectiveness of a contextualized reading module in English for Grade 7 students in Banate National School.

METHODS
A 50-item teacher-made test was administered prior to the conduct of the experiment and the same instrument was used in the post-test to determine the effectiveness of a contextualized reading module in English. Utilizing a quasi-experimental research design, two heterogeneous sections were identified. Grade 7 - Cabrera was the experimental group that was treated with a contextualized reading module while students from Grade 7 - Villareal were the control group who were taught using conventional instructional materials.

RESULTS
Both groups were at the lowest level in reading comprehension during the pretest. However, during the posttest results showed that both groups were still at the frustration level. Similarly, the mean gain score rating of the experimental group was higher than the control group. Additionally, there was no significant difference between the pretest mean score ratings of the two groups. Yet, there was a significant difference between the posttest mean score rating. Finally, there was a significant difference in the mean gain scores ratings between the control and experimental groups which meant that the reading module was indeed effective.

DISCUSSIONS
The result of the pretest means score rating showed that both groups were comparable. Furthermore, the result revealed that there was an increase in the level of students' reading comprehension in the posttest compared to the pretest. There was a significant difference between the pretest mean score rating of the control and experimental groups. Thus, there was a significant difference between the control and experimental groups in the pretest, posttest and mean gain score ratings. Therefore, the utilization of a contextualized reading module is effective in improving the reading comprehension of Grade 7 students.

KEYWORDS: CONTEXTUALIZED, READING MODULE, GRADE-7 STUDENTS, EFFECTIVENESS

Effectiveness of Algebra Tiles in Improving the Performance of Grade 8 Students in Addition and Subtraction of Integers

Carmelita Bellido, Jozieflyn Garrovillas, & Marly Joy Dela Cruz, Daraetan Integrated School

Abstract

INTRODUCTION
One common learning issue that impacts the student's ability to do math is having a weak foundation. It doesn't just affect them at school but the challenges can also create difficulties in daily life. There are struggles with the mechanics of doing the math, such as being able to recall math facts and perform higher Mathematics. They may understand the logic behind math, but not how or when to apply what they know to solve math problems. To address this issue, mathematics teachers should innovate strategies that will help the students strengthen their foundation in learning mathematics. One of these strategies that the researchers perceived is the use of manipulatives in teaching the foundations of higher mathematics. The researchers believed that it can be used as a powerful tool in mathematics education because it does not only allow students to construct their own cognitive models for abstract mathematical ideas but it also engages them and increases both their interests and enjoyment in mathematics.

METHODS
The experimental method of research was used to gather relevant data that can be used for the purpose of the study. The researcher utilized the Algebra tiles in teaching lessons in Mathematics. The respondents will be given pre-assessment on the addition and subtraction of integers. The respondents of the study were the one hundred twenty-two (122) grade, eight students. Through total enumeration sampling, the first section will be identified and designated as the control group, while the second section was the experimental group.

RESULTS
The results of the test administered to the two groups of respondents explained that the students in the experimental group who were taught with Algebra Tiles performed better than the control group. The control group attained the mean percentage score of 54.30 percent lower than the mean percentage score of the experimental group of 54.68 percent. It may imply that appropriate approaches like integration facilitate learning and understanding on the part of the students. Therefore, in this fast-changing world, teachers must combine technology aids to further enhance the learning ability of the students.

DISCUSSIONS
Based on the result the used of Algebra tiles in Mathematics provide more effective learning for the learners than the traditional method of teaching. Encourage the teachers to use Algebra tiles in their respective grade levels in order to continue the effective teaching-learning process among learners.

KEYWORDS: Algebra Tiles

SUBMISSION ID: R04A-RIZALP-0376

**Effectiveness of an Interactive Reading Tool among Grade III Low
Performing Pupils in Reading Comprehension Based on PHIL- IRI Result**

Dianne Johraine Capunitan, Master Teacher I

Abstract

INTRODUCTION
The PHIl-IRI is an assessment tool that evaluates the reading proficiency level of elementary
pupils. It is the first validated instrument that intends to measure the pupils' reading comprehension
level. The pupils' word recognition and comprehension ability, as well as his/her reading speed, are
informally assessed quantitatively and qualitatively through stories and passages.
Thus, Halang ES identified low performing pupils in Grade III based on the result of PHIL-IRI SY
2016-2017.

METHODS
The method of research to be used by the researcher is descriptive through progressive data collection.
The descriptive design is intended to give more information about particular characteristics in a
particular field of study.
The study used 51 low performing Grade III pupils in Halang Elementary School. The statistical tool
used was a t-test to determine the significant difference between the pre-test and the post-test.

RESULTS
After six months of implementation having the baseline of 51 pupils identified as low performing
pupils, showed a 90% progress in the performance. There were 44 pupils who showed progression and
5 pupils were under regression, with the following reasons: health condition, absences, and family
problems.

DISCUSSIONS
The study has improved the study habits of learners as well as their academic performance.
It is then encouraged that remedial class hours will be of great help to disseminate such activities
to further determine the ability of the low performing and then focus on the need for improvement and
recommend teachers to use the tool and consider making other innovative and interactive instructional
material that may help to enhance pupils' reading abilities and comprehension.

KEYWORDS: PHIL-IRI, interactive reading tool, comprehension, performing pupils

Effectiveness of Audio-Recorded Strategic Intervention Material in Enhancing Students' Reading Comprehension

Sarah Jane Nanola, Department of Education

Abstract

INTRODUCTION

The problem in teaching struggling readers in high school may not be a simple problem for high school teachers. In a sense, when the struggling students reached high school level, it would be hard for them to catch up with the lessons since reading is the primary tool for learning in high school. Likewise, teachers in high school may find teaching quite frustrating for struggling readers since high school competencies no longer focus on the basics of reading. Hence, this study would try to prove the effectiveness of the use of local community resources through the Audio-Recorded Strategic Intervention Materials in bringing the solution to reading problems of high school students.

METHODS

In this study, the Audio-Recorded Strategic Intervention Material would provide scaffolding by using a fluent native Filipino model as an example of effective reading practices. A quasi-experimental design was utilized to compare the formative test results of the thirty student- respondents from the comparison group and thirty student-respondents from the experimental group. The Astal Guide was the rubric used to determine the effectiveness of the developed audiobook which was evaluated by a pool of experts.

RESULTS

Results revealed that the localized audio-recorded material was generally effective. The presentation, content, and technical requirements gained an average score of 4.56 described as excellent. Based on the findings of this study, the null hypothesis stating that there is no significant difference between the performances of the two groups of student-respondents - experimental and comparison groups informative test is rejected. Similarly, there was a significant difference between the results of the post-tests of the two groups of student-respondents. Thus, the null hypothesis stating that there is no significant difference between the performance of the comparison group and experimental group of respondents in post-test is rejected.

DISCUSSIONS

Based on the findings and conclusions of the study, teachers and administrators need to use the developed ARSIM in teaching English literature to guarantee a better reading performance. There is also a need to use the developed ARSIM for remedial instructions and interventions to improve learners' retention rate. For better results, further enhancement in the recording of voice and editing shall be taken into consideration. Future researchers may conduct a similar study using the ARSIM approach in other English topics which are not within the scope of this study.

KEYWORDS: Audio-Recorded Strategic Intervention Materials, scaffolding, localized material, content, presentation, technical requirements

SUBMISSION ID: R04A-CALAMB-0186

Effectiveness of Classroom Management and Stakeholder's Involvement in Building a Positive Climate for Learning and Pupils' Pro Social Behavior in Pila District

Maricris Villadiego

Abstract

INTRODUCTION

Teachers are one of the prime factors that help the students improve their standard of living and seek knowledge through quality education. Part of the development is to provide activities for family and community involvement to ensure a school climate focused on learning. However, those in the middle age, and have stayed long in the service may like to refrain from joining community activities. They feel tired of actively engaging in community affairs. The purpose of this paper is to provide research and recommendations specifically in addressing the area of classroom management and stakeholder's involvement to improve outcomes focused on positive climate and behavior of pupils.

METHODS

This was a descriptive study to determine the effectiveness of classroom management and stakeholder's involvement in building a positive climate for learning and pupil's prosocial behavior in Pila District.

RESULTS

Classroom management in terms of planning has a significant effect on the physical environment, effective and comforting, moreover controlling is significant to physical and helping. However, planning has no significant effect on cooperating and helping. Controlling is not significant on effective, cooperating and comforting. Organizing is not significant in the physical environment, effective environment, cooperating, helping and comforting. On stakeholder's involvement in terms of school activities, it is significant on the physical environment, in terms of parental activities it is significant to cooperating while in terms of community activities it is significant on effective. However, school activities are not significant to effective, cooperating, helping and comforting. In addition, parental activities are not significant to the physical environment, effective, helping and comforting. Furthermore, in terms of community activities, not significant to physical, cooperating, helping and comforting. It means that stakeholders should be closely involved to ensure a close and good working relationship. Stakeholders should be adequately informed, provide feedback which can positively influence the success and development of the school.

DISCUSSIONS

It means that after planning, the teachers must monitor the performance of their pupils through proper controlling and guiding. Stakeholders should be closely involved to ensure a close and good working relationship. They should be adequately informed, provide feedback which can positively influence the success and development of the school.

KEYWORDS: Plan, Involved, informed

**Effectiveness of Classroom Observations and In-Service Trainings to the
Personal and Professional Growths of Teachers in San Juan District,
Division of Batangas: Basis for Action Plan**

Edison Cabato, Teacher

Abstract

INTRODUCTION

This study aimed to determine the effectiveness of classroom observations and in-service training to the public elementary school teachers of San Juan District Division of Batangas during the school year 2016-2017 with the end view of proposing enhancement performance program.

Specifically, the study sought to identify the public elementary school teachers and assess the effectiveness of classroom observations in terms of professional growth, and personal growth; assess the significance of in-service training in terms of professional growth; and personal growth; identify the significant difference between the effectiveness derived from classroom observations and in-service training in terms of professional and personal growth and based on the findings of the study, proposed a course of action was proposed to improve classroom observations and in-service training.

METHODS

Aimed at determining the significance of classroom observation and in-service training to the public elementary school teachers of San Juan District, the study employed the descriptive research design. The respondents of this study were 238 from the public elementary school teachers in the West and East Areas of San Juan District.

RESULTS

The great extent of the beneficial effects of in-service training on the personal growth of the teachers was garnered. This was substantiated by creating conditions conducive to the continuous professional development of teachers. The significant effects in-service trainings on the personal growth of teachers reach a great extent. There was no significant difference between the significance derived from classroom observation and in-service training on both professional and personal growth. The teachers showed the great extent of improvement derived from classroom observations and in-service training. There was a highly significant relationship between the significance derived from classroom observations and in-service training on both professional and personal growth of teachers correlated with the teachers' level of improvement.

DISCUSSIONS

Classroom observation is of great significance to the teachers' professional and personal growth and development. In-service training also contributes much to the teachers' growth and development. The significance derived from classroom observations is very close to derived from in-service training. The public elementary school teachers manifested great improvement as an offshoot of classroom observations and in-service training.

KEYWORDS: substantiated, conducive, manifested, linkage

SUBMISSION ID: R04A-BATANP-1860

Effectiveness of Code-Switching in Students' Achievement in Science 10

Cecilia C. Papa, John Ritchie V. Reyes, & Myla Mendoza, LNHS

Abstract

INTRODUCTION
Code-switching, as defined by Numan and Carter (2001) is the act of shifting back and forth from one language to another during a conversation, in a single situation and sometimes within a single sentence. Science is taught using English as instructed by the Department of Education. This study investigated the use of code-switching and whether this medium of instruction would bring a significant effect on students' achievement in Science 10.

METHODS
The quasi-experimental pretest-posttest design was used. The experimental group was taught using code-switching while the control group was taught using pure English as a medium of instruction. To gauge their achievement, one of the researchers prepared a 60-item test T-test of dependent means was used to determine if there was a significant improvement in each group achievement, while t-test of independent means was used if there was a significant difference between the effectiveness of two media of instruction.

RESULTS
The study showed that both the control and the experimental groups had the same level of achievement in the pre-test which was described as Fairly Satisfactory. On the other hand, they both improved as reflected in the results of their posttest which were described as Satisfactory. There were significant improvements in the achievement of both groups taught using code-switching and pure English. However, there was no significant difference in the effectiveness of both media.

DISCUSSIONS
The results revealed that using code-switching is just as effective as pure English as a medium of instruction. Code-switching may be considered as an alternative medium of instruction for Science to help the students comprehend the lesson and express themselves well.

KEYWORDS: Code-switching, Science, English, Achievement

SUBMISSION ID: R04A-CAVITP-0432

Effectiveness of Collaborative Learning Strategy in Teaching Mathematics for Grade V Pupils

Leonora Gondra, Bombong ES

Abstract

INTRODUCTION
The research was designed to determine the Effectiveness of Collaborative Learning Strategy in Teaching Mathematics for Grade Five Pupils. The researcher sees the problem exists on pupil's performance in Mathematics classes having negative attitudes towards it, poor understanding and comprehension. It also found out that it was below 75% levels of performance. The researchers opted to use Collaborative Learning Strategy in Teaching Mathematics wherein this research would test its effectiveness on the pupil's performance.

METHODS
The researcher used Experimental Method to find the Effectiveness of Collaborative Learning Strategy in Teaching Mathematics. A pretest before the exposure to collaborative learning strategy and posttest after the exposure consisting of a 50-item test. To find the significant difference between the pretest and posttest, the Mean and MPS were used.

RESULTS
The control group was taught using the traditional method. It can be deduced that learning occurred after the learning process as there was an appreciation in the mean score from 23.7 to 30.8and a number of skills mastered from 59.2 % to 77 %. The experimental group was exposed to a collaborative learning strategy. More gain was posted by pupils from 59.2% to 80.6%.

DISCUSSIONS
The performance of the pupils after the exposure has greatly improved than the group where the traditional method was employed.

KEYWORDS: Collaborative

SUBMISSION ID: R04A-RIZALP-0149

Effectiveness of Collecting Recyclable Materials for Financial Assistance to the Select SARDO (Students at Risk of Dropping Out) in Victoria Senior High School, Victoria, Laguna

Jovy Larrios & Laguna Jona Elca, Department of Education Laguna

Abstract

INTRODUCTION

Rate of students' absenteeism has alarmed the school during the first year of implementation of the K-12 program in Victoria Senior High School (2016-2017). In this Action Research, the proponents aimed at helping Students at Risk of Dropping Out (SARDO) in their difficulties in coming to school by finding ways and means for their academic performance.

METHODS

The descriptive method of research was used in this action research to analyze the data systematically. It intended to give more information about a particular characteristic within a particular field of research. We surveyed about the problems that students encountered which affected their academic performance. Based on the survey, we conducted home visitations to verify the answers of the select students with a severe case of absenteeism. Then, we came up with the solution of collecting recyclable materials and selling them. The monthly amount collected from the sales was then divided into Five (5) SARDO's (Students at Risk of Dropping Out) as financial assistance for their daily travel expenses.

RESULTS

The study exhibited the recyclable materials that were commonly brought by students at school. This was grouped into three: plastic bottles, bottles and white papers with their respective amount of money earned by selling. They are as follows: plastic bottles with P225.00, bottles with P75.00 and white papers with P150.00 with a total amount of P450.

The compared number of absences of SARDO between the first semester and second semester revealed the following. During the first semester, students A, B, C, D, and E had 18, 17, 20 and 20 absences respectively. It seemed that all of them were frequently missing school. While in the second-semester students A, B, C, D, and E had 1, 1, 1, 0 and 64 absences respectively. It revealed that 80% of the SARDO were saved from drop out. A relevant change took place when the earned for recyclable materials and sponsorship were utilized to lessen the dropout rate at Victoria Senior High School. There was a difference between the number of absences of SARDO during the first semester and second-semester attendances. SARDO reduced at 80% at risk of dropping out in S.Y. 2016 -2017.

DISCUSSIONS

The results revealed that SARDO's when properly assisted and guided by the school personnel can succeed in their academic struggles. Home visitation programs and teachers' intervention served as big help in saving SARDO's.

KEYWORDS: JOVYJONA

SUBMISSION ID: R04A-LAGUNA-0059

**Effectiveness of Communicative Language Teaching on Grade Six Pupils'
Participation and Attitudes Towards English Learning**

Rosegelly Del Mundo, Department of Education

Abstract

INTRODUCTION

English proficiency is not just an advantage but also a must because of its increasing use as a global language. And due to its contribution to the modern era, we teachers have a responsibility to provide our learners with the learning they need for them to address the challenges of globalization. And through the use of effective method and pedagogy in teaching English we can create an engaging learning environment where the learning is deemed valuable to the learners. To achieve this goal, the communicative approach in teaching English was widely used to enhance the learner's interest in learning English. It puts a great emphasis on the use of language and enables the learners to communicate his ideas in a better way.

Communicative Language teaching is best considered as an approach rather than a method, it deals with the set of assumptions and beliefs about the principles of language teaching (Richards and Rogers 2001). This study would also be of great help to the pupils and English teachers.

METHODS

Using descriptive method of research as a technique for collecting the needed information, the researcher focuses on the effectiveness of communicative language teaching on Grade Six pupils' participation and attitude towards English learning at Malabanan Elementary School. This study demands accurate descriptions, comparisons, contrasts, and correlations among variables. Data and information gathered must be recorded, described, analyzed and interpreted.

RESULTS

Most of the learners took the pre-test examination in English performed below average or poorly in English. To determine if the different communicative activities boost learners' participation and attitude towards English learning, these activities were used regularly by the researcher and conducted the post-test examination. In addition, the survey was also conducted. The result of the post-test showed that most of the learners performed at an average level and very few in the below average level. While the result of the survey showed that most of the respondents had scores near the top of the range and very few had scores under low intervals.

DISCUSSIONS

The results prove that communicative language teaching through the use of communicative activities could enhance the learners' participation and attitudes towards English learning. The learners were challenged to be active, creative and confident. The activities also enhance the learners' love and interest in learning.

KEYWORDS: Communicative Language Teaching, pupils' participation, pupils' attitudes

Effectiveness of Computer-Based Reading with Images vs. Plain Paper-Based Reading in Improving the Reading Comprehension of Selected G7 Students in English

Genevieve P. Lu, Ma. Magdalena B. Ignacio, Marlorraine E. Marquez, & Melinda Labiano, Binakayan NHS

Abstract

INTRODUCTION

The 21st century is marked by tremendous changes in the education system and the way how a student study and read is greatly affected by these changes. The use of printed materials such as books is slowly dying and being replaced by e-books. Thus, many students are much more interested in reading online where information is more accessible and images are more vivid. In this study, the authors determined if the students' reading comprehension increased through the use of computers coupled with images.

METHODS

The study used a quasi-experimental research design. Purposive sampling was employed in selecting the 34 respondents from G7 students. These respondents were divided into 2 groups namely: study and control group. Five reading materials were validated and administered to both groups. Random sampling was used in selecting the 17 respondents of each group. The control group used the printed copy in reading while the other used a computer. Text on a computer was presented in a slide presentation with images. Five reading materials were used and validated. These were administered to both groups of the respondents. The study utilized six written tests. One for pretest/ posttest and five were used for five reading selections. Quantitative analysis was used in interpreting the collected data.

RESULTS

The study showed that most of the respondents are male. The greatest number of respondents' age is 13 years old. The study group's mean average score on the pre-test is higher than the control group. The control group means the average score is higher in 4 reading selections. There is a significant difference in the pretest and posttest scores of the study group. There is also a significant difference in the pretest and posttest scores of the control group. However, there is a non-significant difference in the posttest scores of both groups.

DISCUSSIONS

The implication of the study is that even in the presence of computers and vivid images, printed reading material is still more effective. The result can be used to further improve the printed learning materials being used in the educational institution. Teachers can also utilize the results of the study to inspire themselves in creating printed instructional materials and not just rely alone on using slide presentations with images. The study can also be a basis for further research studies on other factors that could affect the student's reading comprehension in English.

KEYWORDS: computer-based reading, paper-based reading, printed-material, images

**Effectiveness of Contextualization and Localization of Lessons in Grade 11
to Enhance the Knowledge and Skills of the Students**

Rozel Abaiz, Camarines Norte National HS

Abstract

INTRODUCTION
There were so many institutions that aim to have quality education and 21st-century skilled learners who are globally competitive and possess different learning competencies using strategies to enhance their skills. But there's still hindrances to achieve it. In fact, there were so many studies conducted that described the Filipino students in having difficulty in comprehension. So as a solution as mandated in Republic Act 10533 of the Philippines also known as "Enhanced Basic Education Act of 2013" , "the curriculum shall be contextualized and global and shall be flexible enough to enable and allow schools to be localized, indigenous and enhance the same based on their respective educational context." cited in (Rule II, Curriculum Section, 10.10.2).

METHODS
The research design used was quasi-experimental to analyze the effectiveness of contextualization and localization of the lessons. The random sampling procedure was used to determine the 30 samples. The researcher utilized pretest and posttest based on the learning competencies. These are valid, reliable and based on Statistical Package for the Social Sciences (SPSS). T-test was used to determine the significant difference between the pre-test and posttest.

RESULTS
There was a significant difference in the score of pre-test and posttest in controlled group (x Ì…=24.17, SD= 5.40); (x Ì…=29.1, SD= 5.40) based on the result of t-test [t (29) = 1.699, p= <0.05]. There was also a significant difference in the score of the pretest and posttest of the experimental group (x Ì…=25.97, SD= 5.52); (x Ì…=32.50, SD= 4.52) based on the result of t-test [t (29) = 1.699, p= <0.05]. But there was no significant difference in the t-test result [t (58) = -1.14, p= 0.26] of gain scores of both groups.

DISCUSSIONS
In the pre-test result, there was no significant difference in the score of both groups meaning, they are equal and no bias while in the posttest result, there was a significant difference between the score of both groups which means the students can learn more under contextualized and localized lesson than the traditional lesson. There was a significant difference between the pre-test and posttest results of both groups. But there was no significant difference in the learning gain score in both groups. This means either of the contextualized and localized and the traditional teaching may use to enhance the knowledge and skills of the students in the lesson for their lifelong experience.

KEYWORDS: contextualization, localization

SUBMISSION ID: R005-CAMNOR-0028

Effectiveness of Contextualized and Localized Activity Sheets in Science 5 Integrating Climate Change Adaptation: Sustainability and Advocacy for Climate Action

Kim Alvin De Lara & Clarita Rino, Niogan Elementary School

Abstract

INTRODUCTION
Schools play a major role in the education of tomorrow's generation and the future of the earth. As stewards of the earth, helping students understand climate change, its impacts, and its solutions prepares them to take an active role in making good choices for both society and the environment. This research aimed to assess the effectiveness of contextualized and localized activity sheets in Science 5 integrating climate change adaptation to grade five pupils of Niogan Elementary School SY 2017-2018. Funded by the Department of Science and Technology-Science Education Institute, the activity sheets gave grade 5 pupils the necessary knowledge, skills, and awareness on climate change, lessen and reduce the effects of risks through educational and environmental stewardship and resilience and manage and use it in productive ways as they apply it to their day to day live.

METHODS
An experimental research method was utilized. The main instrument used was the pre and post-test questionnaires. Content validation and item analysis were conducted prior to the conduct of experimentation. The activity sheets adhered to the Grade Level Standards of the K to 12 Science Curriculum prescribed by the Department of Education. Anchored on grade 5 Science learning competencies, 15-day lessons were used using the activity sheets during the 4th Quarter of the school year. Participants were the one hundred sixteen (116) Grade 5 pupils selected purposively by the researcher.

RESULTS
Based on the findings, results showed that there is a significant improvement in the performance of Grade 5 pupils after using the activity sheets, an improvement in the mean percentage score was also reflected in the 4th Quarter test result. Also, after the conduct of interview and focus group discussion among participants, the activities in the activity sheets were said to be an effective learning tool and material to pupils. After the conduct of the research, projects and advocacy programs for sustainability were created, shared and advocated through social media, community linkages and forums in different schools and communities.

DISCUSSIONS
The researcher strongly supports environmental education and believes this to serve as a way to instill environmental literacy among students. Climate change awareness should be a part of the science curriculum because student knowledge of environmental concepts establishes a foundation for their future understandings and actions as citizens of the country.

KEYWORDS: Climate Action, Activity Sheets, Sustainability, Contextualization, Localization

Effectiveness of Cooperative Learning Approaches on the Academic Achievement in Filipino of Grade Five Pupils in the District of Binangonan II, Division of Rizal

Ernan Sison, Department of Education, Division of Rizal

Abstract

INTRODUCTION
Education is a powerful tool in eradicating illiteracy and poverty. It is also a primary agent of transformation towards sustainable development. Teachers are to deliver quality instruction from the Department of Education. It has been observed that pupils find Filipino subjects an uninteresting subject. Pupils lack the motivation to study the subject and find it boring. Steps to elevate the performance of pupils were undertaken and the researcher would like to take part in determining the level of effectiveness of cooperative learning approaches on the academic achievement in Filipino of the grade five pupils in public elementary schools in the District of Binangonan II, Division of Rizal.

METHODS
A descriptive survey design was used. Documentary analysis was also used to determine the academic achievement of pupils. The researcher followed the Gantt chart of activities in the conduct of the study. Frequency and percentage distribution were used to determine the profile of respondents. Weighted mean was used to determine the extent of the use of cooperative learning. Correlation analysis was applied to find out the significant relationship that exists between the perceived level of effectiveness of cooperative learning approaches and the level of pupils' academic achievement in Filipino.

RESULTS
The teachers' perception of the cooperative learning approaches is Much Effective, hence all the aspects such as social cohesion, motivation, values development, and cognition are all given emphasis. The hypothesis is accepted; therefore, this explains that there is no significant difference in the teacher respondents' perception about the effectiveness of using innovative approaches in teaching Filipinos as perceived by respondents. As to academic performance, a greater number of pupils performed Satisfactorily within the range of 80-84, and lastly, the hypothesis is accepted in all aspects, therefore there is no significant relationship between the use of cooperative learning strategies and academic achievement in Filipino.

DISCUSSIONS
Teachers are encouraged to reinforce the use of cooperative learning approaches through more interesting instructional materials to make it more effective on the academic achievement of their pupils. Pupils must be given reorientation about participation in big and small groups of cooperative learning. The researcher proposed an action plan be considered and implemented to enhance pupils' academic achievement and conduct similar studies on this area using other variables.

KEYWORDS: Cooperative Learning Approaches, Filipino, Grade five pupils

SUBMISSION ID: R04A-RIZALP-0343

**Effectiveness of Cooperative Learning in Enhancing Mathematics
Performance of Grade Five Pupils at Puting Kahoy Elementary School**

Maritess Toledo, Department of Education - Cavite

Abstract

INTRODUCTION
The cooperative learning approach has been around in the past. Over the last decade, cooperative learning has emerged as the leading approach to classroom instruction. Traditional class activities create a win-win situation, where one can only succeed if other loose, while cooperative learning is the direct opposite of it, here conquest of all is the success of all.
The primary purpose of this action research is to identify the effectiveness of cooperative learning in enhancing mathematics performance of Grade 5 pupils and the result will be a basis for the action plan.

METHODS
 The study is a quasi-experimental design. Non-Equivalent Groups, Posttest Only is the design style of the study with one group receiving treatment (cooperative learning instructional method) and the other (control) group receiving more traditional lecture/discussion teaching method. The researcher used random selection by cluster sampling, a sampling technique where the entire population is divided into groups or clusters, and a random sample of these clusters is selected. The data in this study were collected, tabulated and analyzed with the application of the statistical procedure.

RESULTS
 It was therefore concluded that the experimental and control groups had the same pre-test performances in Mathematics, there is no significant difference between the academic performance in Mathematics of both control and experimental groups in the pre-test, the experimental group performed much better than the control group after the intervention was utilized ,there is a significant difference between the academic performance in Mathematics of both control and experimental groups in the posttest and there is a significant difference between the pretest and posttest of both control and experimental groups.

DISCUSSIONS
 The experimental and control groups had the same pre-test performances in Mathematics.
There is no significant difference between the academic performance in Mathematics of both control and experimental groups in the pre-test. The experimental group performed much better than the control group after the intervention was utilized.
There is a significant difference between the academic performance in Mathematics of both control and experimental groups in the posttest. There is a significant difference between the pretest and posttest of both control and experimental groups.

KEYWORDS: Cooperative learning, Mathematics Performance, Academic Performance

**Effectiveness of Different Strategies and Approaches Used in Teaching
Science in Grade Five-Singkil (Sy 2017- 2018)**

Maricar Ilao, SJEDTPA

Abstract

INTRODUCTION
Science has a big role in developing learners into a competitive one. This can be achieved by recognizing the unique ways of the strategies used in teaching Science. Science concepts might be developed in learners by practice. The goal of sound science education is to fabricate pupils to discover, research, analyze, comprehend, understand, remember, elaborate, evaluate and more.
It is distressing that many of the pupils in Grade Five- Singkil (2017-2018) failed. As an educator, it is our role to help our learners achieve more. Helping this class to achieve the desired passing score, the researcher will apply the following strategies and approaches in teaching the subject like integrated technology, constructivism, collaborative, game-based learning, inquiry-based and reflective.
This research showed that using differentiated methods in teaching Science will surely uplift learners' interest to like, learn and love Science.

METHODS
To make this study relevant, test papers and scores of the quarterly test of Grade Five-Singkil should be used to know if the different strategies in teaching Science are all useful to increase their scores to passing scores. The researcher also gathered reasons why many learners failed the test. The reasons were: lack of interest; hardly understand the Science lesson; absenteeism; and family problems. To come up with the best result in increasing the number of pupils who will pass the test, the researcher made a schedule of activities every weekday using the different strategies and approaches in teaching Science; a well-planned log; and updating the parents about the progress of their children in the said subject.

RESULTS
Using different strategies and approaches in teaching this subject has a great effect in achieving the objective. After identifying the possible problems that hindrance our learners to pass the quarterly test, application of appropriate strategies will not be as hard as it is because children learn more from this. They show interest in learning the subject and excited about what would be the next topic to be discussed.

DISCUSSIONS
Through data gathering and monitoring learners' progress in passing the Science tests', integrating the lessons in Science with technology and other approaches of the 21st-Century curriculum enhanced the pupils' academic performance. And one thing to emphasize is that all educators should adopt what is the trend in teaching all subjects.

KEYWORDS: strategies, approaches, passing score, methods

SUBMISSION ID: R04A-BATANP-0799

Effectiveness of Differentiated Instruction in Teaching English for Grade Four Classes

Rolita Eguia, Paaralang Elementarya ng Maalas-as

Abstract

INTRODUCTION
English is a difficult but important subject because the curriculum considers it as a tool subject needed to understand the different content subjects. It is concerned with developing competencies in listening, speaking, reading, writing and viewing. Speaking includes skills in using the language expressions and grammatical structures correctly in oral communication while writing includes readiness skills, mechanics in guided writing, functional and creative writing. In a classroom teaching-learning process, the teacher is facing diverse learners. In this research, I want to know the effect of this method on the performance of the pupils from the result of the diagnostic and achievement test.

METHODS
Two groups were taught the same lessons for one week. The control group using single teaching with similar activities approach while the experimental group using DI with three sets of activities, evaluation, and facilitation for the three groupings of pupils for a week duration. Both were given the diagnostic test to identify the classification of pupils if they belong to the above average, average and below average group. The achievement test administered the following week using parallel teacher-made tests. The results of the Pre-Test and the Post Test compared to determine whether using DI is effective or not.

RESULTS
Based on the result of the Pre-test, the Control group has lowered scores compare to the Experimental group but so close or almost the same in the manner that the scores are scattered. It showed a good baseline. Classes were of different levels of intelligence. The result in the Post Test scores of the Experimental group was taught with DI is remarkably better as compared to those Control group was taught the traditional approach. The score signifies that the variance of the Experimental group was smaller than that of the Control group suggested that the pupils' intellectual ability was not scattered unlike in the Pre-Test result. The finding is supported by Stravroula's (2001) study on DI where was able to prove that DI is effective as it positively affects the diverse pupils' characteristics.

DISCUSSIONS
It showed that using Differentiated Instructional (DI) is effective in teaching English. Teachers are the best facilitators of learning of pupils for diverse backgrounds and abilities. After the diagnostic, DI implemented to both groups and the result was improving. There were no pupils reported to be in the below average group for both the control and the experimental group.

KEYWORDS: differentiated instruction, teaching English, speaking, oral communication

SUBMISSION ID: R04A-BATANP-1934

Effectiveness of Differentiated Instruction in Teaching English for Grade Six Classes at Senator Maria Kalaw Katigbak Memorial School

Jenalyn Caballes

Abstract

INTRODUCTION

The K to 12 Basic Education Curriculum aims to help learners understand that the English language is involved in the dynamic social process which responds to and reflects changing social conditions. It is also inextricably involved with values, beliefs and ways of thinking about the person and the world people dwell. The curriculum aims that pupils are given an opportunity to build upon their prior knowledge while utilizing their own skills, interests, styles, and talents.

However, teachers find difficulties in teaching different kinds of pupils with different intellectual capacities, talents or skills, interests, and learning styles, especially in heterogeneous groupings of pupils. This situation calls for teachers to create lessons for all pupils based upon their readiness, interests, and background knowledge.

METHODS

Two groups were taught the same lessons for one week. The control group was taught using a single teaching with a similar activities approach while the experimental group was taught using DI with three sets of activities and three sets of evaluation and facilitation for the three groupings of pupils for the one-week duration. Both groups were given the diagnostic test to identify the classification of pupils whether they belong to the above average group, the average group, and below the average group. The achievement test was administered the following week using parallel teacher-made tests. The number of pupils was again identified to know whether there was a change in their classification. The results of the pretest and post-test were compared to determine whether using DI is effective or not.

RESULTS

The result showed that the posttest scores of the experimental groups taught with DI is remarkably better as compared to those which were taught the traditional approach. Looking at the standard deviation scores, it signifies that the variance of the experimental group was smaller than that of the control group which suggests that the pupils' intellectual ability was not scattered unlike in the pretest result.

DISCUSSIONS

DI should be used in teaching pupils in English especially in heterogeneous classes because it improved their classroom performance. Teachers should be given in-service training on DI for them to gain more knowledge and a clear understanding of the approach. Although tedious on the part of the teachers, they should be encouraged to prepare and use DI to motivate pupils to participate in class discussions.

KEYWORDS: Effectiveness, Differentiated, Instruction, English

SUBMISSION ID: R04A-LIPAC1-0052

Effectiveness of Direct Instruction Strategy on the Academic Performance in Mathematics of Grade 9 Students in Fernando Air Base National High School for the Sy 2016-2017

Gemma Coronel, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION
The academic performance of students in Mathematics has been observed to fluctuate. National Elementary Assessment Test (NEAT) and the National Secondary Achievement Test (NSAT) revealed that the lowest mean observed was in Mathematics.

The same observation was revealed by the National Achievement Test (NAT) in the Division of Lipa City. For the school years 2013 - 2015, low percentage mean scores (MPS) were recorded in Mathematics. Likewise, records of the least mastered competencies in Mathematics, specifically for Grade 9, seemed to reveal the same competencies for successive days.

Taking into account the alarming decline on the academic performance in Mathematics among high school students, the researcher aims to employ one of the pedagogical approaches, that is the Constructivism approach, that will be of great help for the low performing students in Mathematics 9 of Fernando Air Base National High School.

METHODS
In this study, the researchers used the descriptive method of research. A descriptive study collects organize and reviews information about the randomly selected students who served as participants to the remedial program. The method was used to analyze the academic performance of the students before and after using the direct instruction strategy in remediation and thus verify the assumption that the used strategy has a significant effect on their academic performance. Qualitative analysis is the most conducive in identifying the implications of the findings made.

RESULTS
With the aim of establishing the Effectiveness of Direct Instruction Strategy on the Academic Performance in Mathematics of Grade 9 Students in Fernando Air Base National High School for the Sy 2016-2017, the Correlated T is used as a statistical tool to interpret the significance of the effect of the applied strategy.

Based on the statistical analysis using the computation of correlated t, there is a significant difference between the pretest and the post-test in favor of the post-test. The program, remedial classes using direct instruction was effective.

DISCUSSIONS
The direct instruction strategy is already proven as effective method in remedial classes for the slow learners. The findings should be utilized in the other sets of students in Mathematics 9, considering the different topics and competencies.

Secondly, the strategy can be used as a basic of instruction in Mathematics other grade levels.

KEYWORDS: Direct Instruction, Strategy, Mathematics

SUBMISSION ID: R04A-LIPAC1-0116

Effectiveness of Directed Reading-Thinking Activity (DRTA) in Reading Comprehension in English of Grade Five Pupils at Kalinawan Elementary School

Pinky Aralar, Department of Education

Abstract

INTRODUCTION

One of the most important skills one must acquire in school is reading. As pupils progress through schooling, they need to be able to read more with comprehension. Failure in reading comprehension is also a failure of the school. Knowledge in reading with comprehension is essential especially in the subject using English as a medium of instruction. How can they answer the test? How can they understand the teacher's lesson? In the recently concluded National Achievement Test result, two subjects English and Science had the lower Mean Percentage Score with 57.64 and 52.86 respectively. Having found out that the pupils are able to read fluently but still have difficulty in answering Wh-questions, the researchers thought of using a reading strategy that would help in teaching, the Directed Reading-Thinking Activity (DRTA).

METHODS

The experimental research design was utilized. Two groups of respondents were called as the experimental group and the control group. A questionnaire-checklist was the main instrument in this study. The tool used in gathering data consists of two parts. Part I is the respondent profile and Part II contains 5 reading comprehension tests. These reading tests have 10 items each, making it to 50 items. This was used to measure the effectiveness of the reading strategy- DRTA in teaching reading among Grade Five pupils of Kalinawan Elementary School regarding the determinant factors such as sex, monthly family income, and academic performance.

RESULTS

There is a significant difference in the level of performance of the respondents in a reading of the experimental group using the Directed Reading-Thinking Activity. The control group obtained a mean score of 40.04 verbally interpreted Very Satisfactory with the standard deviation of 5.68. The experimental group obtained a mean score of 42.56 also interpreted Very Satisfactory with the standard deviation of 5.12. In terms of profile, there is no significant difference in the performance in Reading of the pupils in terms of sex. Monthly family income is significant. Academic performance is also significant.

DISCUSSIONS

It was found out in the study that reading comprehension of the grade five pupils increased by using the DRTA method of teaching. There is a marked improvement in the performance in Reading of the pupils after they were taught of the DRTA Strategy in Reading. Pupils also developed their critical thinking. Based on the results of the study, an action plan is proposed to enhance the performance of pupils in reading.

KEYWORDS: significant, comprehension, effectiveness, directed reading thinking activity

SUBMISSION ID: R04A-RIZALP-0291

Effectiveness of Educational Innovations to Students' Performance at Recto Memorial National High School

Dennis Dimaculangan

Abstract

INTRODUCTION

The use of modules in secondary schools is now being implemented. Students focus on discovering their talents and skills but lacking on the supplementary materials. Integrating innovations in students' routinized activities might contribute to their greater development since they become more interested when something new is added to their daily tasks. Obviously, educational innovation could lead both teachers and students to effective educational management but still, a research study regarding this would tell constructively the significant effects and impact.

METHODS

The researcher chose two sections to serve as a control group that utilized modules and an experimental group that had used e classroom. The experimental research design was applied to find out which of the two educational innovations instructional approaches (modular approach and e classroom approach) could develop students' learning capability effectively.

RESULTS

It is noted that educational innovation using an instructional approach such as e classroom has a significant impact on students' performance, especially in more complicated lessons. This due to its stimulating features and motivating facilities that stimulate the learners to focus well and become more attentive. The use of modules could stand alone on easy lessons but innovation should always be applied to yield better output.

DISCUSSIONS

The duty of the teacher as classroom manager and facilitator is so easy to say but hard to perform thoroughly since the teacher's performance is always congruent to what the students have gained. In this study, it is noted that the need for innovations as the lessons progress must be applied to yield concrete development. The positive practical application should also be held to achieve the prescribed learning competencies.

KEYWORDS: EFFECTIVENESS OF EDUCATIONAL INNOVATIONS

SUBMISSION ID: R04A-LUCENA-0035

Effectiveness of E-Instructional Material on Seasons and Eclipses

Nicolette P. Manalo, Pedro Guevara Memorial National High School

Abstract

INTRODUCTION

Schools in contemporary times believe that the students should be the center of every educational endeavor. It is the main reason why the teachers as a facilitator of learning provide learning materials, activities, and interventions to help students fully comprehend the subject matter. In addition, as stated from R.A XIV Sec.3 the government envisioned that the state should establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

METHODS

The study is mainly experimental in nature, the researcher employed statistical testing for hypotheses. The statistical tools used for the quantitative analysis of the data gathered as follows: Arithmetic Mean, Standard Deviation and T-Test

RESULTS

A satisfactory level of performance in the pre-test was shown by the students from Group 1 and Group 2, while, a fair level of performance was shown by Group 3. The outstanding performance was obtained by the experimental group 1 in the post-test while experimental groups 2 and 3 had a very satisfactory performance as manifested. A significant difference was noted on the students' level of performance, based on their pre-test scores based on the computed F-value. Significant differences exist on the students' level of performance in the post-test were noted based on the computed value. Likewise, a significant difference was noted on the pre-test and post-test scores of the students in the experimental group 1, experimental group 2, experimental group 3.

DISCUSSIONS

An outstanding performance was obtained by the experimental group 1 in the post-test while experimental groups 2 and 3 had a very satisfactory performance as manifested. Significant differences exist on the students' level of performance in the post-test were noted based on the computed value. Likewise, a significant difference was noted on the pre-test and post-test scores of the students in the experimental group 1, experimental group 2, experimental group 3. The researcher employed the use of interactive instructional material as a new teaching strategy showed a big difference between the pre-test and posttest of the students. It verified that interactive instructional material can cater to the different learning styles of the students.

KEYWORDS: effectiveness, e-instructional material, seasons and eclipses

SUBMISSION ID: R04A-LAGUNA-0081

Effectiveness of Enrichment Activities Using Video Lessons in Teaching Reading for Grade Four Pupils in Doã'A Susana Madrigal Elementary School

Faith Mirasol Reyes, Department of Education - Rizal Binangonan III

Abstract

INTRODUCTION
Many problems are being encountered in the Philippine educational system among these are inadequate facilities and equipment and lack of instructional materials. Hence, one of the major goals of the Department of Education (**Department of Education**) is to make every Filipino child a successful reader at his appropriate level by the end of Grade Three. Teachers have to employ different approaches in order for them to learn to comprehend easily what they have read. This prompted the researcher to develop enrichment activities using video lessons in teaching reading and determine its effectiveness.

METHODS
The experimental research method was applied. The experimental group was exposed to the developed enrichment activities using video lessons in teaching Reading while the control group was exposed to the traditional method of teaching. Pretest and posttest were used as instruments to determine the level of reading comprehension skills of the pupils.

RESULTS
The results of this study showed that there are more male respondents than females. The majority belong to low-income families and most of their parents did not finish college education. In the pretest, the grade four pupils in the experimental and control groups have moderately satisfactory reading comprehension skills. In the posttest, the experimental group obtained a Very Satisfactory reading comprehension skills while the control group obtained Satisfactory reading comprehension skills. Reading comprehension skills of the experimental group in the pretest and posttest differ significantly. Similarly, there is a significant difference between the reading comprehension skills of the control group in the pretest and posttest. Reading comprehension skills of the pupils exposed and unexposed to enrichment activities using video lessons differ significantly as revealed in the posttest results. Reading comprehension skills of the pupils exposed to enrichment activities using video lessons differ significantly when they are grouped according to sibling position, monthly family income, and mothers' educational attainment. On the other hand, sex and fathers' educational attainment are not significant in the reading comprehension skills of the pupils.

DISCUSSIONS
Teachers may continuously utilize technology resources in teaching reading and in other subjects to motivate learners and achieve better learning outcomes. Pupils may be exposed to more enrichment activities using videos for a more enjoyable teaching-learning process.

KEYWORDS: PRE-TEST, POST TEST, ENRICHMENT ACTIVITIES, EXPERIMENTAL GROUP, CONTROL GROUP

SUBMISSION ID: R04A-RIZALP-0299

**Effectiveness of Extrinsic Motivation in Improving the Academic
Performance in English of Grade IV Pupils in Gulod Elementary School**

Marylette De Leon, Department of Education

Abstract

INTRODUCTION
Motivation is one of the best methods used to have good and effective learning. This is needed in the teaching and learning process, different motivation is done by the teachers, to acknowledge the learner into a good way of teaching. Some of us need to have a motive in ourselves because it can help to reach some goals in life. Also, it can serve as a guide to have a proper level of thinking. Through effective motivation, teachers and learners will have a good interaction with each other, and in terms of teaching-learning situation. That's why motivation is essential in any teaching and learning situation.

METHODS
The researcher focused on Grade IV Pupils of Gulod Elementary School as a respondent to arouse their interest to participate in daily lessons that will help to improve the academic performance in English, Interview and questionnaire will be used for collecting the required data in this study.
The researcher conducted an interview with the teachers and to the respondents as well to gather information about the effect of using extrinsic motivation as the basis of catching the attention of the pupils in their class discussion especially in English subject.

RESULTS
Based on the problem the following are the results;
Motivations mostly applied at the classroom level are incentives, rewards, punishment and teacher praise.
After providing appropriate interventions like using intrinsic motivation the academic performance in English of Grade IV pupils are the following, 94-98=2 students got this grade, 87-93= 2 students got this grade, 81-86=33 students got this grade and lastly 75-80= 32 students got this grade.
Based on the data gathered, there is no significant relationship between using extrinsic motivation to the academic performance of the learners.

DISCUSSIONS
Based on the results gathered by the researcher using extrinsic motivation in classroom level doesn't affect the academic performance of the learner whether the teacher gives or use a reward it cannot affect the learner's academic grades or the other hand the teacher deliver clearly the subject matter so that the learners will learn automatically.

KEYWORDS: motivation, extrinsic, intervention, incentives, performance

SUBMISSION ID: R04A-BATANP-1716

Effectiveness of Feedback in Written Tasks

Kenacin Ulanday, Balayan National High School

Abstract

INTRODUCTION

Feedback serves as an instrument in order to acknowledge the development students have made in relation to a certain assessment task given to them. It is a response that can be given by a teacher, a student peer or an assessor that is usually spoken or written. This study aimed to assess the effectiveness of feedback in written tasks among the English teachers and the Grade 10 Special Science Curriculum (SSC) students of Balayan National High School. It determined the types of feedback given by the teachers to enhance the written tasks of the students and its effectiveness after the revision process.

METHODS

This study evaluated the behavior of the students towards the given feedback. It used the descriptive method of research and utilized questionnaires as the main data gathering instrument to the 22 English teachers and 60 Grade 10 Special Science Curriculum (SSC) students.

RESULTS

Upon the careful analysis of the gathered data, the study determined that feedback is very effective in written tasks if teachers will consider the appropriateness of the given feedback and students will accept the feedback fervently. The behavior of the students is positive towards the feedback and would create positive reinforcement if good and effective feedback would be sustained.

DISCUSSIONS

Thus, feedback would be beneficial and effective for the enhancement of students written tasks if a well-crafted recommendation will always be available. It would motivate the students to monitor their learning, identify their strengths and weaknesses and accept revisions and change not only in the school context but also in every part of the society as a whole.

KEYWORDS: written feedback, revision, written task, student's behavior, compositions

SUBMISSION ID: R04A-BATANP-0162

Effectiveness of Game-Based Learning Kit in Economics

Christian Ronel Austria, Tanay North National High School

Abstract

INTRODUCTION

The Game-Based Learning Kit in Economics is an innovative instructional material that provides necessary activities by learning the concepts and familiarization of the graphical illustrations on demand and supply using game-based activities. The researcher being an educator experienced that some learners may get easily bored if the topic being discussed was too serious for them. Economics is one of the areas in social studies and the subject taught by the researcher encountered such a problem. This was the reason why the researcher utilized the game-based learning kit using the authentic and simplified task to improve learning and make it more fun and enjoyable.

METHODS

The study utilized the experimental and descriptive methods of research using the two-group pretest and posttest design. The study was anchored on the Theory of Constructivism by Jerome Bruner and the Theory of Scaffolding by Lev Vygotsky. The instrument of the study was developed game-based learning kit and 40 item pretest and posttest made by the researcher. The subjects of the study were the 40 Grade 9 learners enrolled in sections, Rizal and Bonifacio. 15 of them consist of the experimental group and the other 15 the control group. They were evenly distributed heterogeneously in each section. Grade 9-Bonifacio, the experimental group used the game-based learning kit while Grade 9-Rizal; the control group utilized the traditional method of teaching.

RESULTS

The study found out that the learners who were exposed to the game-based learning kit in Economics performed better than the learners who didn't use it with respect to different lessons. It emphasizes that exposure to the game-based learning kit can be an effective tool in enhancing the skills of the learners. The performance of the experimental group in both lessons was significantly different from the control group. This implies that the use of game-based learning kit can elicit the learner's interest and improve their performance in their studies. Thus, the developed game-based learning kit in Economics is an effective instructional material.

DISCUSSIONS

The results indicate that the utilization of the game-based learning kit in economics is recommended to facilitate the teaching-learning process and to cater to the needs of the learners. Also, teachers must be encouraged to produce instructional materials that will develop the learners critical thinking skills and a follow-up study may be proposed for further development and enrichment of the lesson.

KEYWORDS: game-based, learning kit, social studies, economics, demand, supply

Effectiveness of Geogebra in Teaching Grade 10 Mathematics

Ana Marie Em, Department of Education - Siniloan Integrated NHS

Abstract

INTRODUCTION
The growth of technology for learning, particularly in the field of Mathematics includes the integration of educational open- source software, such as Geogebra in teaching and learning mathematics. It is a kind of new and advanced teaching mode which is challenging to the traditional way of teaching. Technology is indeed essential in teaching and learning mathematics. It has become one of the most powerful resources of learning. However, Geogebra is not yet widely used in teaching mathematics in the Philippines. It is still a challenge for many mathematics teachers.

METHODS
This study investigates the effectiveness of using GeoGebra in teaching Grade 10 Mathematics. The study involved 66 grade 10 students, from two sections. 34 students were in the control group and 32 students in the experimental group. The researcher utilized quasi-experimental design both for the control group and the experimental group. Used pre-test and post-test. The control group was taught the conventional way. While the experimental group was taught and learned using GeoGebra software. Five topics with their corresponding competencies: Cartesian Plane, Distance Formula, Midpoint Formula, Equation of a Circle, and Polynomial Function, are discussed. Afterward, the post-test was given to them.

RESULTS
The mathematics performance for both groups is fairly satisfactory to a very satisfactory level. Before the utilization of Geogebra, low proficiency level showed both for control and experimental group. After the utilization of Geogebra, the post-test performance, there was an increase in students' performance in both groups. And students in the experimental group performed better.
This means that the students from both groups had the same level of prior knowledge. In the post-test, students in the experimental group performed better than in the control group.
It shows the significant difference between the gained scores of the students in the control and the experimental group. It can, therefore, be said that the integration of Geogebra software in mathematics instruction enhanced students' performance in mathematics.

DISCUSSIONS
The findings of this study would prove teachers the opportunity to use Geogebra software in their teaching mathematics that will enhance students' performance in mathematics.
The study also provides recommendations for school administrators, to encourage the use of Geogebra by the secondary school teachers in their math classes.

KEYWORDS: Geogebra, software, Mathematics

SUBMISSION ID: R04A-LAGUNA-0110

Effectiveness of Holding Functioning Literacy Class for Senior Citizens of Nagcarlan, Laguna through Alternative Learning System

Ricardo Callos, ALS Nagcarlan Laguna

Abstract

INTRODUCTION

With its noble effort to bring a highly affordable educational completion program closer, not only to the out-of-school youths but also to the interested and aspiring senior citizens, the Alternative Learning System of Nagcarlan, Laguna, pioneered the holding of Functional Literacy class for Senior Citizens in 2015. Proving that it is never too late to learn, a good number of pioneering respondents availed of the program. The program was first in Laguna and in Region IV as well. The senior citizens come from the six barangays of the municipality; their ages range from 60-80 years old.

METHODS

This study made use of the descriptive correlative method, which describes respondents' personal attributes. This also employed the face-to-face mode of learning a delivery system which helped maximize the learning proficiency of every senior citizen.

RESULTS

The functional literacy classes of the succeeding batches of learners intend to affect the process of andragogy to them. English is the medium of instruction for Communication Skills, Critical Thinking and Problem Solving and Filipino for the rest of the learning strands. Basic communication skills such as listening, speaking, reading and writing, simple critical thinking and problem-solving are the main focus of their twice-a-week literacy session being conducted in the now considered a very significant landmark in the town of Nagcarlan, Province of Laguna, Nagcarlan Senior Citizen Center. This is a project-offering of the 7th Anniversary of FAILON NGAYON in line with his advocacy for senior citizens.

DISCUSSIONS

The holding of the Functional Literacy class for Senior Citizen paves the way for further community development, where the least expected serviceable sector, the senior citizens can further render service to the community through their association in the capacity of chairman, secretary, treasurer and other similar position in the barangay where qualification of literacy is required. Enhancing these skills in listening, reading, speaking and writing, simple critical thinking and problem-solving enable them to develop a deeper sense of confidence, "AGE DOES NOT MATTER" as far as learning and barangay community service is concerned. Likewise, the competencies of ALS implementers and their versatility in handling a special group of learners are being improved. An exercise of a high degree of tolerance and patience is being practiced to establish a good teaching-learning rapport between the teacher and senior citizen learners.

KEYWORDS: Senior Citizen, Literacy, Alternative Learning System, ALS Senior Citizen

**Effectiveness of Hyperlinked-PowerPoint Presentation as an Interactive
and Innovative Constructivism Teaching Strategy in Enhancing Students'
Conceptual Understanding in Science 8**

Jonathan V. Mayo, Department of Education - Masbate

Abstract

INTRODUCTION
PowerPoint has some very attractive features. It looks professional and allows the user to easily incorporate multimedia into a presentation. It is also very easy to use and permits even a novice user to create colorful and easy-to-read slides. However, PowerPoint presentations are often little more than glorified overheads that encourage a lecture approach to teach with little student interaction.
Hyperlinked-PowerPoint Presentation, as a compilation of Science 8 topics and competencies was implemented by Grade 8 Science Teachers in teaching procedures and learning process outcomes.

METHODS
 This study employed a mixed method applying an experimental and qualitative method of research. The instruments that were utilized in order to obtain the needed data was a researcher-made test to measure the performance in Science before and after the experiment. The simple descriptive statistics such as frequency, weighted mean formula, and standard deviation were used to quantify and analyze the pretest and post-test scores of the respondents. T-test was used to determine the difference between the mean gain scores of the respondents subjected to an innovative approach and the conventional way of teaching.

RESULTS
 Hyperlinked-PowerPoint Presentation as an interactive and innovative constructivism teaching strategy greatly enhanced the conceptual understanding of the students. Also, teachers' positive learning patterns were identified in utilizing this strategy in the teaching-learning process.

DISCUSSIONS
 The Hyperlinked-PowerPoint Presentation (HP3) as an interactive and innovative constructivism teaching strategy is a compilation of Science topics that is found effective and innovative in both students and teachers' performances.

KEYWORDS: Hyperlinked-PowerPoint Presentation, Hyperlink, Constructivism Teaching Strategy

Effectiveness of Information and Communication Technology in the academic performance in science of G10 Open high School students

Arlene Justo

Abstract

INTRODUCTION

Taytay National High School adopts an open high school program for working students, parents and over aged people who want to finish the Junior high school. the students enrolled in this program are required to attend classes once a week. as science teacher of the students enrolled in this program, the researchers observed that there is a difficulty in coming up with the competencies that result to poor academic performance in science due to the smaller number of days the students under OHSP spent in actual classroom learnings. for this reason, the researcher felt the need to evaluate the effectiveness of using information and communication technology-based instruction in improving the academic performance in the science of G10 under OHSP.

METHODS

Two groups of students were created. The control group who were taught every Friday in school and which does no use ICT and the experimental group who will be taught using ICT-based methods through the online follow-up. Each group was composed of 16-16 students, who were more or less similar in characteristics. Sources of data collection tools that will be utilized in the study include research constructed questionnaire, pretest, and Post-test. Pretest and Post-test were validated and executed. ICT based learning material was developed to sustain the limited face to face encounter of the experimental group.

RESULTS

The results showed that there is a very minimal difference between the Pretest scores of the experimental and control groups of student-respondents in the science of grade 10 students under the OHSP. Majority of the respondents both in experimental and control group falls under non-mastery level. The academic performance of the experimental group in the Post-test improves using Information and Communication Technology based instruction in science. The majority of the respondents in the experimental group fall under mastery level and the control group is nearing mastery level. It is very evident that the Information and communication-based instruction is an effective aid to improve the academic performance of students enrolled in an open high school program.

DISCUSSIONS

The results suggest that the use of information and communication technology-based instruction is effective in improving the academic performance of student-respondents in science in grade 10 under an open high school program. it is recommended that teachers should use information and communication technology (ICT) in teaching students under the open high school program.

KEYWORDS: ICT integration

SUBMISSION ID: R04A-RIZALP-0474

**Effectiveness of Integration of RRC (Reading/Remedial Class) of Grades II
to VI with Nutrition Feeding Program in Baluba Elementary School for the
SY 2017-2018**

Jean A. Sayco

Abstract

INTRODUCTION
The general problem of the study was how to eliminate or minimize the slow learners and nonreaders in Baluba Elementary School, District of Silang for the SY 2017-2018. The researcher together with other remedial teachers held reading / remedial classes and administered questionnaires and written examinations to twenty slow learners and nonreaders in Grades II to VI.

METHODS
The questionnaire about the profile of the pupils. Batayang Talasalitaan, Dolch Basic Sight Test and Written examinations were used in data gathering. The statistical treatment used was frequency distribution, comparative data test results and mean percentage score.

RESULTS
The findings of the study were as follows: 1. the average age of the slow learners and nonreaders was (8); 2. most of the slow learners and nonreaders are male; 3. the family background of the respondents was solid, means that their parents are living together; 4. the economic status was with the poverty line; 5. most of the slow learners and nonreaders are malnourished /wasted; 6. Nutritional factors such as nutritional status and eating habits of pupils affect their reading and academic performance: and 7. The nutrition feeding program is of great help in eliminating or minimizing the slow learners and nonreaders in school.

DISCUSSIONS
On the basis of the aforementioned findings, the following conclusions were drawn: 1. age, sex, family background, and economic status affect the pupils reading and academic performance is only partially supported. Only economic status affects the pupils' reading and academic performance. The financial situation of the parents can't afford to supply their children with nutritious food; 2. The nutritional status and eating habits of pupils affect their reading and academic performance is evidently supported. Most of the underachievers are wasted / malnourished and have poor eating habits; and 3. The integration of RRC (reading/remedial class) with the nutritional feeding program is an effective way of eliminating or minimizing the slow learners and nonreaders are highly supported. The controlled group or Group A who benefited from the feeding program scored high in the Test and attained higher Mean and Mean Percentage Score than the uncontrolled group or Group B.

KEYWORDS: EFFECTIVENESS OF INTEGRATION

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The questionnaires about the profile of the pupils, Batayang Talasalitaan, Dolch Basic Sight Words Test written examinations were used in data gathering. The statistical treatment used were frequency distribution, comparative data test results, and mean percentage score.

RESULTS

The findings of the study were as follows : 1. the average age of the slow learners and nonreaders was eight (8); 2. most of the slow learners and nonreaders were male; 3. the family background of the respondents was solid, means that their parents are living together ; 4.the economic status was within poverty line; 5. most of the slow learners and nonreaders are malnourished / wasted; 6. nutritional factors such as nutritional status and eating habit of pupils affect their reading and academic performance ; and 7. nutrition feeding program is of great help in eliminating or minimizing the slow learners and nonreaders in school.

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KEYWORDS: EFFECTIVENESS OF INTEGRATION

**Effectiveness of Interactive Web Tools as Teaching Strategies in AMA
Computer College Cavite Campus**

Joseph Butawan, Bulihan National High School Silang, Cavite

Abstract

INTRODUCTION
Educators face many challenges today. One must adapt to a generation of students who have grown up using the Web. Teachers must learn and teach information literacy that includes effective usage of the Internet. The study on Web 2.0 applications can help students develop the skills they need to succeed in the 21st-century world. The use of Educational Videos, eBooks, Wikis, Videos and Audio Sharing, RSS Feeds and the likes have been available free on the Internet. The researchers aspire to design a system that will embed the said examples of Web Tools Application.

METHODS
The author made use of the descriptive survey method of research. Documentary analysis and interviews were also done. The descriptive research process goes beyond gathering and tabulation of data, to test the hypothesis or answer questions relevant to the study. Since descriptive research deals with the prevailing situations, gathering data became easy. The sources of materials have been very much available and accessible to the researcher.

RESULTS
With the results of this study, it had proven that the use of technology or more specific Web-based environments cannot only provide adequate means to optimize assessment activities, but also make available other resources to enhance learning and teaching.

DISCUSSIONS
Instructors will be able to create their lecture presentations while browsing their notes using the system. Difficulty in creating and designing exams will no longer be a problem because an exam generator was included.

KEYWORDS: Web Tools, Interactive, Strategies, Teaching

SUBMISSION ID: R04A-CAVITP-0538

Effectiveness of Interactive Whiteboard (IWB) in Teaching Science and Health VI

Cherie Dolar, Department of Education

Abstract

INTRODUCTION

The records of the National Achievement Test of grade six pupils in Sagurong Elementary School in this subject for the past two school years (S.Y. 2012-2013 and S.Y. 2013-2014) revealed that the ratings fell below the planning standard. This calls for immediate action to improve the learning of the pupils in this major subject. To prove the findings of Muhammad Asif and to raise the learning of the Grade Six - Saturn pupils in Science and Health VI in Sagurong Elementary School subject especially during the National Achievement Test, thus the researcher conducted this action research.

METHODS

This action research used the descriptive- correlational method with pretest and posttest instruments. The said test was a teacher- made test the covering first to fourth grading periods. The 51 pupils composed of 24 boys and 27 girls were the subjects of this classroom action research. There was no need to take a sample in respondents because the class size is manageable.

RESULTS

The researcher found out that the performance level of the grade six pupils in Science and Health in the pre and post-tests showed a little bit of improvement. The pre-test PL is 39.75% and the post-test PL is 47.25%. There were 18 competencies tested in this study. Out of 18, there were 16 least mastered skills in the pre-test and 12 competencies in the post-test which fell to a group of least mastered skills. The t- the computed value of -8.05 is beyond the t-critical value of -1.676 at 0.05 level of significance with 50 degrees of freedom, the null hypothesis is therefore rejected. This means that the post-test result was higher than the pre-test result. It implies that the use of interactive whiteboards as an intervention material in teaching Science and Health is effective.

DISCUSSIONS

The results revealed that the use of interactive whiteboard (IWB) in teaching Science and Health is effective. The pupils' learnings improved with the help of this tool. This must be adapted by Science teachers from grades III-VI to improve the performance level of the said subject and to reverse the traditional approach of classroom instruction. Through the use of IWB, teachers can thoroughly explain the abstract concepts of Science. Pupils also may find this subject amusing and interesting, not boring and difficult.

KEYWORDS: effectiveness, performance level, respondents

**Effectiveness of Learner Information System in Selected Elementary
Schools in the Division of Quezon**

Riza Ocampo, Pagbilao Central ES

Abstract

INTRODUCTION
The Learner Information System is an integral part of the Department of Education's program monitoring and evaluation for basic education. It is a system for maintaining the registry of the learners that provides a standardized registration and issuance of the unique 12 digit Learner Reference Number. But just like any other system and a computer program, the Learner Information System has many downsides. Since it was the first time the system was implemented, problems relative to online enrollment have been experienced particularly the teacher- adviser. In this study, challenges occurred with the difficulties at the onset of the implementation which led the notion to investigate its effectiveness.

METHODS
The descriptive method was used. A self-made questionnaire was formulated which served as the main source of the data in order to arrive at a conclusion on the system effective. Via the fishbowl technique, two hundred sixteen elementary teachers in different schools in the Division of Quezon utilized 20% of the total population were responded to the point score, range and descriptive rating of the questionnaire.

RESULTS
The selected elementary teachers all strongly agreed that the Learner Information System can be used in the automated registration of both the students, the teachers and the school as a whole, traced its performances; with the school principal or supervision and assigned personnel having the accountability and responsibility in monitoring the system, planning for the physical improvement of the school, the learner and budget as well, and in monitoring and evaluating the performance.
The poor connection was seen in far-flung areas, corrections of data, erroneously tagged in the registration and enrollment process, specifically, time-consuming. It also took time in correcting data to be approved because the system needs for validation and request first before the correction could be made.

DISCUSSIONS
The results revealed that the developed remedial plan be adopted by the different elementary schools in all the districts of Quezon. Continued training and school visitation be conducted by the Division Office, particularly those involved in the Information Technology to all the elementary schools in Quezon Province to provide technical support to all the teachers and principals concerned.

KEYWORDS: effectiveness, learner information system

SUBMISSION ID: R04A-QUEZON-0272

**Effectiveness of Liban- Libanan Project to Identified Chronic Absentees
and its Implication in Participation Rate of Southville VI Elementary School**

Melanie Cacao, Southville VI Elementary School

Abstract

INTRODUCTION

This study was conducted to determine the effectiveness of LIBAN-LABANAN PROJECT to identified chronic absentees and its implication in the participation rate of Southville IV Elementary School in the division of Calamba City from 2016 to 2017. The main concern of this study was to validate the cause of absenteeism and identified chronic absentees. Also, the researchers determined the implication of absenteeism towards school participation rate and analyzed the effectiveness of LIBAN-LABANAN PROJECT for the identified chronic absenteeism of the school.

METHODS

The study was a combination of experimental and descriptive type of research. Observation, intensive monitoring, interview, reward system, and home visitation were used for experimental research and self-constructed and adopted questionnaire were used for descriptive research validated by the division research coordinator. The researchers conducted surprised class observation and intensive monitoring of attendance for seven consecutive months of the school year 2016-2017. Interview and home visitation with identified class adviser and parents were conducted by the researchers to validate the cause of the pupil's absenteeism. Following strictly the Continuous Improvement Process (CIP), weighted mean, skewness, frequency counts, and simple mean percentages were utilized to analyze the data gathered. Pearson r was employed to determine the significant relationship between the effectiveness of LIBAN-LABANAN PROJECT and participation rate of Southville IV Elementary School in the year 2016-2017.

RESULTS

The respondents were dominated by 7 male pupils of Grade V Section Courage and 3 female pupils of the same grade and section. LIBAN-LABANAN Project has brought great impact not only to the recipients but to the school as a whole because the stakeholders have realized the importance of being present in the school. Teachers have changed the way they have conformed to the norm of absenteeism in the classroom. In the month of June 2017, it has been observed that absenteeism is not evident anymore in most of the classes compared to last year's attendance.

DISCUSSIONS

The school sustained and institutionalized LIBAN-LABANAN Project in case of absenteeism recurs or became evident in other grade levels. School heads and teachers continue the communication plan on the advantages of regular attendance in class. It was evident in the school performance particularly the school participation rate that LIBAN-LABANAN Project have a positive impact. Cases of drop-out were decreased from .08% or 2 out of more than 2,500 pupils of Southville IV Elementary School was seen in the school form 4 of the school which clearly manifested that LIBAN-LABANAN Project is continuously implementing.

KEYWORDS: LIBAN-LABANAN PROJECT, Absenteeism, Participation Rate, Stakeholders, Home Visitation

Effectiveness of Literacy Planet Program in Improving the Word Recognition of Grade Three Pupils of Agustin Abadilla Elementary School

Josephine Caday, Department of Education

Abstract

INTRODUCTION

This action research was undertaken to know the effectiveness of the Literacy Planet Program in improving word recognition. The subjects of this study were Grade Three - pupils with the problem in word recognition.

Based on the results of the Rapid Assessment on Reading Skills (RARS), out of 100 of grade three pupils, 10 pupils were assessed with word recognition problems. The researchers adapted the Literacy Planet as an intervention for the said problem.

According to Davis et-al 2018, Literacy Planet is a program of evidence-based, curriculum-aligned content and cutting-edge digital technology has been proven to be an effective way to develop literacy skills in students

METHODS

This study was centered on the effectiveness of the Literacy Planet program as a strategy in improving the word recognition of grade three pupils of Agustin Abadilla Elementary School using pre-experimental utilizing the one group, pretest, posttest design.

RESULTS

The participants got very poor performance during the pretest. The minimum score of the participants is 7, the maximum score is 9. During the post-test the participants got a high score, the minimum score of the participants is 17 and the maximum score is 19. There is a significant difference in the pre-test and post-test results of the participants after the adaptation of the effectiveness of the Literacy Planet Program.

DISCUSSIONS

The results identified the effectiveness of the literacy planet program in improving the word recognition of grade three pupils of Agustin Abadilla Elementary School. In general, the findings suggest that the modification in the teaching-learning process, strategies, and materials with the use of literacy planet program in the treatment group highly affected and improved the word recognition problem of the pupils.

KEYWORDS: EFFECTIVENESS OF LITERACY PLANET PROGRAM IN IMPROVING THE WORD RECOGNITION OF GRADE THREE PUPILS OF AGUSTIN ABADILLA ELEMENTARY SCHOOL

SUBMISSION ID: R04A-CAVITP-1352

Effectiveness of Localized Strategic Intervention Materials to Reading and Behavior Performance of Grade Six of Perrett Central Elementary School

Cheryl Joy B. Junio, Nellie Cortez, & Racke Kale N. Ambag, Department of Education

Abstract

INTRODUCTION

Reading plays a very important role in our lives. It's so much a part of everyday living that one can hardly imagine life without it. A very complex, multi-faceted activity that should be developed in society's richest resources - the young boys and girls.

The study's purpose was to determine the effectiveness of a localized intervention material on the reading and behavioral performance of grade six pupils in Perrett CES. Further aims to prove whether the choice of learning materials can foster pupils' confidence and independence in oral communications. Saddening that results of Phil-IRI Pretest (July 2017) revealed 32 of 34 or 94% are frustration readers. I had some sort of query among pupils who disclosed that some engaged in destructive activities, not enjoying school and can hardly connect because, in truth, they could not read at all. A very alarming situation needing immediate action.

METHODS

This study used mixed methods of research, "quali-quanti" methods wherein the qualitative method made use of survey/interview and quantitative method in the form of quasi-experimental design.

The controlled group and experimental group were formed to compare pupils' reading and behavioral performances.

As an instrument, the compiled local stories/beliefs of the SBM Principle 2 and class reading profile were used in its entirety.

RESULTS

Findings indicated that locally-made SIM improved the reading performance of frustration readers. Data showed that using SIM obtained a post-test increase over pretest by 0.06. It revealed that there is a significant relationship between the control group (traditional teaching of reading) and experimental group (using a locally-made SIM) in terms of reading and behavioral performance, therefore; the null hypothesis was rejected.

Moreover, data gathered from the interview demonstrated positive change in pupils' behavior in class respectively; Attendance of 98% described as extremely high, interpersonal skills gain 97% improvement while study habits of pupils also developed to 97%. As deduced, the use of localized SIM in the 21st-century teaching is highly recommended.

DISCUSSIONS

Findings indicated that locally-made intervention materials are useful in improving the reading and behavioral performance of frustration readers. As to the responses of the interview, the use of SIM strengthens appreciation to their own culture making them proud to be one. The traditional way helped however it was found boring and lifeless because they were only sitting down and reading a story bearing the culture of other people while the group with SIM contributed a lot for accordingly, they learn best when built on real experiences and relate what they are learning to things that are relevant to them.

KEYWORDS: localized strategic intervention material on the reading and behavioral performance

**Effectiveness of Marungko Approach in Filipino Reading Remediation
Program of Grade II Pupils in Banaba Cerca Integrated School**

Mary Joy Collado, Banaba Cerca Integrated School

Abstract

INTRODUCTION
Teaching someone how to read is an extremely rewarding experience. Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation. Today's challenge for teachers is how to help young children in reading which help them achieve levels of literacy that will enable them to be successful through their school careers and beyond. This action research was undertaken to investigate the effectiveness of Marungko Approach in Filipino Reading Remediation Program of Grade II Pupils in Banaba Cerca Integrated School for S.Y. 2018-2019 in improving the reading level of the pupils.

METHODS
Phil-IRI Pre-Test results in Filipino both Oral and Silent Reading served as the basis for the pupils' ability in reading. Based on the findings the effectiveness of Marungko Approach in Filipino Reading Remediation Program of Grade II Pupils: A Grade Two Reading Remediation Program in Filipino using Marungko Approach is an effective way of improving the reading level of Grade Two pupils. There were fifteen (15) Grade 2 frustration level readers who went through the Reading Remediation Program. The researcher used a descriptive technique to analyze the result.

RESULTS
Data showed a significant increase in the reading ability of the pupils. The final measure of the pupils' performance was derived from the result of the Phil-IRI Posttest. From fifteen (15) pupils, it turned out that only 1 pupil or 6.67% of the total number of pupils remained in Frustration Level.

DISCUSSIONS
The Marungko Approach proved to be an effective technique in improving reading capabilities. Parents should be aware of their child's reading ability so that intervention will not only be done in school but most importantly at home. The success of the program lies in the parent's support, teacher's effort and pupil's perseverance to learn.

KEYWORDS: Effectiveness of Marungko Approach

Effectiveness of Mathematics Learning Kit on the Performance of Grade 7 Students in the Fundamental Operation of Integers

Vivencio M. Doblada Jr., Department Of Education/Division Of Rizal/Janosa National High School

Abstract

INTRODUCTION
This Mathematics Learning Kit is designed to enhance the students' performance in the fundamental operation of integers and reinforcing classroom instruction as well as community extension. The format of the mathematics learning kit is simple and guided. Each lesson in the fundamental operation on integers is followed by an activity worksheet with key to corrections at the end of the kit intended to measure the mastery of the lesson. The kit can be used before, during and after the lesson, in tutoring class, or individually by the student at home.

METHODS
The research made use of the experimental method of adapting two independent group design - the experimental and control groups. The number of respondents was identified using systematic sampling. The main instrument applied is the teacher-made test utilizing the pretest and posttest results. The research is conducted during the school year 2017 - 2018 at Janosa National High School. The respondents described their level of performance in the fundamental operation of integers in the pretest standard deviation which implies that there is homogeneity in the intelligence of the students before the conduct of the study. There were 60 grade seven student's respondent - 30 for the experimental group and 30 for the control group.

RESULTS
The Mathematics learning kit was found to be effective in promoting learning when used in teaching the fundamental operation of integers as shown by the result of the study. The results emphasized that there is an increase in the post-test mean of the experimental group after exposure to mathematics learning kit. This likewise describes that the students in the experimental group have benefited from the mathematics learning kit and this further implies that the treatment is effective. The findings of the study show that the use of a Mathematics learning kit is an effective tool in enhancing the students' performance in the fundamental operation of integers. This likewise implied that the result is significant since the null hypothesis is rejected.

DISCUSSIONS
The study implies that the Mathematics Learning Kit in teaching integers can be an effective tool for improving and enhancing instruction. Furthermore, the use of mathematics learning kit should be formulated by the teachers to enrich students' performance in the fundamental operation of integers as well as the other lessons in Mathematics.

KEYWORDS: Mathematics Learning Kit, Effectiveness, Performance, Operation on Integers

Effectiveness of MCS Reading Approach as Effective Tool in Reading Development of Low-Level Readers of Grades Four to Six of Mabulo Elementary School

Ma. Melanie Sanchez

Abstract

INTRODUCTION

Many children struggle and suffer in reading difficulties, connecting letters to syllables which resulted in poor reading skills, not only in the preschool but also at the intermediate level. As a result, the children develop fear in reading and become inferior. It's important to identify learning disabilities early so students get the support they need.

The focus of this research is to improve the reading ability and comprehension of these pupils through the use of a reading approach called MCS or Melanie Catigan Sanchez Reading Approach. The teacher-researcher believes that if she will focus on her own personalized innovative version of the intervention, the students will develop a more meaningful and enjoyable reading experience without hesitation and fear.

METHODS

To test the effectiveness of the new developed MCS Approach, the students from English Classes in Grade 4 to Grade 6 of Mabulo Elementary School consisted of 17 students were chosen based on the result of the PRE- PHIL IRI Test., where 17 students fall in the frustration level or non- readers. To help them, they need to take the reading intervention class 50 minutes every day for the whole school year using the prepared personalized materials. Their reading abilities which ranged from frustration or non- readers were expected to be higher and better after the target intervention.

RESULTS

After the completion of this reading program using MCS Approach, students demonstrated effective reading comprehension skills. From the variety of activities, test, and drills, given and presented to each pupil which level up every quarter, the Post PHIL IRI Test resulted in the much higher level of reading level from 0% - 10% to 60% - 80 %, from frustration level to instructional and independent level. After several tests and reading activities and training results verified that skills have improved from letter sounds to read short stories.

DISCUSSIONS

The result demonstrates the need for active involvement and dedication of teachers in the increase of the student's ability to read. Understand their students better, motivate them more properly and improve their performance and help them with their reading difficulties is indeed important.

The results of the study can be used as tools "to know how well their children are doing in school and how well the schools are serious in performing their task of providing a sound educational reading program and effective approach for the children with difficulties.

KEYWORDS: low level readers, Reading Difficulties, MCS Reading Approach

**Effectiveness of Meranos Program to the Most Problematic Student in
Terms of Discipline, Confidence, and Performance in Mathematics Grade 7**

Nilbeth S. Merano, Lead Author

Abstract

INTRODUCTION
Teachers' few days at Grade 7 Golen was going smoothly until such time that she observed a certain student G.S. who always displaying misbehavior in her class. The student always standing and walking around to disturb his classmates. As a result, there was a constant quarrel between him and his classmates. Not only that, his absence contributed to his failure in teachers' subject during the first grading. To address this problem, the researchers decided to talk to the person to really understand his side. She found out that his attitude was brought about by several contributing factors from family problems to personal motivation towards learning.

METHODS
The researcher uses case analysis to analyze the situation of the student through two methods, one was through a personal interview, the second was through secondary data interviews. The researcher also employs different methods to change the student's bad behavior. These methods were talking to the student and trying to relate to his difficulties and weaknesses in my subject. Assigning a peer tutor to him who is advanced in the class to help him review past lessons and even have advanced studies for at least 15 minutes each school day. Always communicating with the class that the subject is easy; it is just a matter of attitude towards the subject and giving it a chance. Retention rate through test scores, the participation rate in class discussions, and the increase in attendance was determined.

RESULTS
There's a significant change when it comes to the quizzes of the student, it showed that from a 37% retention rate during the first grading in his knowledge aspect, it increased to 59.4%. During the first grading period, the student was really misbehaving. When he's inside the classroom, he just walks around and disturbs his classmates. When he is called to participate, he just didn't care. I observed now that his records in participation increased. I can now see him raising his hand to do board works and he's improving when it comes to his behaviors. Sometimes he got wrong answers during class discussions but I am happy those did not hinder her from trying again and again. There's a decrease in the absence of the student in my class for the second grading.

DISCUSSIONS
The practice of having open communication with students and having a peer tutor help a certain student uplift his confidence, perception of the subject and improve his learning and performance in mathematics.

KEYWORDS: case analysis of student ill sense, math, meranos program

Effectiveness of Modern Technique in Teaching Mathematics for Grade One Pupils

Melly Tirana

Abstract

INTRODUCTION
Education is the right of an individual and it is a necessity. The challenge of today's era of new generation lies in how the teaching-learning process will take place effectively and efficiently. The research aimed to determine the effectiveness of the modern technique in teaching Mathematics for grade one pupils. Modern technologies take the dominant force when it comes to the development of individuals. In this era of globalization of education, the call for the advancement of education in developing a globally competitive learner is a must.

METHODS
Pretest and posttest were used in to determine the performance of pupils in Mathematics. Thirty pupils from section one was taught using traditional methods of teaching while thirty pupils from section two considered as the experimental group utilizing modern techniques in teaching. The grade one pupils were described in terms of sex, monthly family income, and academic performance. The experimental method of research was used.

RESULTS
The study revealed that there are more male respondents than females. The majority belong to low-income families with academic performance in the proficiency and approaching proficiency levels. The respondents have moderately satisfactory performance in the pretest and an obtained very satisfactory performance in the post-test. Performance in Mathematics of the experimental group in the pretest and posttest differ significantly. Likewise, there is a significant difference between the performance of the control group in the pretest and the posttest. Performance in Mathematics of the two groups of respondents differs significantly as revealed in the posttest. Performance in Mathematics of the grade one pupils differs significantly when they are grouped according to family income and academic performance. On the other hand, sex is not significant to the performance of the pupils.
The study concluded that pupils' performance in Mathematics improved after exposure to modern techniques in teaching Mathematics.
Pupils exposed to modern techniques have better performance in Mathematics than those pupils exposed to the traditional method of teaching.

DISCUSSIONS
The research recommended that teachers should continuously utilize modern technique approaches in teaching Mathematics for better performance. Pupils should be exposed to more challenging activities in Mathematics utilizing multimedia approaches modern gadgets in teaching and learning processes.

KEYWORDS: modern techniques strategies

SUBMISSION ID: R04A-RIZALP-0290

Effectiveness of Modern Technology in Developing Reading Comprehension Skills in English: Basis for an Enhanced Reading Program

Emelyn Hernandez, Department of Education - Cavite

Abstract

INTRODUCTION

This action research endeavors to determine the effectiveness of modern technology-based instructions in developing reading comprehension skills in English among the sixth grade of Bailen Elementary School in the municipality of Gen. E. Aguinaldo. Despite numerous reading strategies that have existed, still, the percentage of reading frustration is high. We need to address the reading problems of our learners/readers since it greatly affects the child learning performance. The need to improve reading instruction with the assistance of modern based instruction is highly relevant in addressing the reading failure of the 21st-century learners.

METHODS

The nature of this study applied the Pre-test-Post-test experimental design using the teacher-made tests and the 2C2IA model lesson plan with modern based instructions as the instruments in the conduct of the study. After the pre-tests, the Experimental groups received the Modern Technology-Based Instructions in the development of the Reading Comprehension skills in English while the control group just used the Textbook/Regular Based-Instruction. This was followed by post-testing after the treatment was given. Afterward, computations and analyses were done to determine the significance of the difference between the pre-test scores and the post-test scores of both groups.

RESULTS

Pre-test and post-test scores of the entire respondents for both groups did not meet the proficiency level of the English reading comprehension despite the elevated mean percentage on the post-test scores of the experimental group. On the other hand, after the treatment conducted, the pre-test and post-test results of the control group showed without significant difference while the experimental group showed a significant difference.

DISCUSSIONS

The calculated and interpreted statistical value confirms the effectiveness of modern technology in developing the reading comprehension of the sixth grade in the experimental group. This result suggests that the treatment used in the study should be utilized accordingly for the development of reading comprehension skills. The proponent of the study recommends the use of modern based instructions.

KEYWORDS: Modern Based Instructions, Reading Comprehension, Experimental, Sixth Grade, and Bailen Elementary School

SUBMISSION ID: R04A-CAVITP-0814

Effectiveness of Modern Technology in Teaching Mathematics for Grade III Pupils in Kaytome-Gulod Elementary School

Victoria Gondra, Teacher

Abstract

INTRODUCTION

One of the subjects being taught at the elementary level which the pupils find difficulty is Mathematics. Teachers find ways and means on the teaching-learning process in Mathematics be improved in order to cope with the challenges in one's daily lives. With this challenge in the educational system in general and in the schools in particular, teachers need to play a very important role in this consideration where most make a wise decision in selecting various kinds of instructional materials which will contribute to the improvement of the teaching-learning process and the level of performance of the pupils particularly in Mathematics.

METHODS

The parallel group design method of research used in the conduct of the study. A parallel group design is an experimental study design in which each subject is randomized to one of two or more distinct treatment /intervention groups. Those who were assigned to the same treatment are referred to as a treatment group. While the treatment groups received differ, all groups treated as equally as possible in all other regards, and they complete the same procedures during the study.

RESULTS

Based on the analysis and interpretation of data, 1. There are more male respondents than females. The majority belong to low-income families with academic performance in the proficiency and approaching proficiency levels. 2. Grade three pupils have moderately satisfactory performance in the pretest and obtained very satisfactory performance in the posttest. 3. Performance in Mathematics of the experimental group in the pretest and posttest differ significantly. Likewise, there is a significant difference between the performance of the control group in the pretest and posttest. 4. Performance in Mathematics of the two groups of respondents differs significantly as revealed in the posttest. 5. Performance in Mathematics of the grade three pupils differs significantly when they are grouped according to monthly family income and academic performance.

DISCUSSIONS

Pupils' performance in Mathematics improved after exposure to different methods of teaching, they have better performance in Mathematics than those pupils exposed to the traditional methods of teaching. Monthly family income and academic performance are determinants of performance of pupils in Mathematics.

KEYWORDS: Mathematics

SUBMISSION ID: R04A-RIZALP-0267

Effectiveness of Modular Approach in Teaching Dressmaking Technology

Delsife Canta, Department of Education

Abstract

INTRODUCTION

Teaching and learning now come in different styles and forms. Education is now experimenting on the new methods of teaching and learning which aim at improving the quality of citizens produced by the schools. The modular approach is beneficial for different subjects at various levels like elementary, secondary, higher education and even in adult and continuing education including distance and non-formal education. Calamba Bayside Integrated School is one of 282 selected Tech. Voc. school in the Philippines but the school has only thirty (30) modules used by all Dressmaking students. Generally, the majority of students do not have the knowledge of how to use the module. Thus, the researcher wants to know how effective the modular approach is compared to other teaching strategies.

METHODS

This study used the descriptive method of research. pre-test and post-test were used to determine the effectiveness of the modular approach on the level of retention and performance of the students.

RESULTS

Results showed that the modular approach is effective because the level of retention and performance were improved. All students increased the level of retention in Dressmaking. Through the use of modules and different interventions showed that students increased their performance from low performing to high performing.

DISCUSSIONS

The student's performance was greatly affected by the interventions and learning activities used in the classroom. All students were able to pass the two (2) competency indicators based on the proposed list of activities and interventions.

KEYWORDS: Effectiveness, Modular Approach, Dressmaking Technology

SUBMISSION ID: R04A-CALAMB-0290

Effectiveness of Mother Tongue Based - Multilingual Education Program in Teaching Mathematics

Rycel Villar, Santa Rosa Elementary School Central III

Abstract

INTRODUCTION

Mother Tongue-Based - Multilingual Education is more often viewed as a structured program of language learning and cognitive development, providing a strong educational foundation in the first language, with successful bridging to one or more additional languages, thus enabling the use of all languages for life-long critical thinking skills that enable learners to operate equally in the language of their ethnolinguistic community, the national language of their nation, and international languages that are used for education and communication (Belaya, 2013). The study was conducted to examine the effectiveness of a mother tongue-based multilingual education program in teaching Mathematics.

METHODS

The experimental research design was used involving three (3) groups. The study was conducted in the Division of Santa Rosa City covering the three sections of grade three in Santa Rosa Elementary School Central III. They underwent experimental research to test the effectiveness of using Mother Tongue in teaching Mathematics. The researcher asked the problems encountered by the teachers of the first district of the division. The descriptive statistics, simple percentage mean and One-way Analysis of Variance (ANOVA) was used to analyze the data.

RESULTS

The pupils' achievement in the English instruction is significantly higher than the achievement of those who were in the Mother Tongue and mixed instruction both in the pretest and posttest. There is no significant difference in the results of the teacher - made test as to pretest but there is a significant difference in the posttest. The problems encountered by the teacher in terms of helping children learn to read and write is "pupils cannot easily understand the concept of Mathematics using the mother tongue as a medium of instruction"; learning academic content is "the concepts in Mathematics discourage the learners to learn beyond the global standards of Mathematics principles even taught in the mother tongue language" ; and learning other languages is "learning in mother tongue is confusing for children due to other terminologies in Mathematics".

DISCUSSIONS

It is therefore desirable that English instruction is effective in teaching Mathematics since the pupils in our region are exposed to English and Filipino language. Mother Tongue shall be a supplement in teaching Mathematics. Teachers shall undergo training involving Mathematics Terminologies.

KEYWORDS: effectiveness, Mathematics, Mother Tongue, multilingual

SUBMISSION ID: R04A-STAROS-0034

Effectiveness of Multimedia Instructions in Teaching Mathematics among Grade V Pupils at Lunsad Elementary School

Carla Jane Quiñones, Department of Education, Division of Rizal

Abstract

INTRODUCTION

Motivation influence the readiness of pupils to learn and participate. A class full of motivated pupils may result in successful learning. This is one of the problems that we teachers are experiencing. Technology as one of the reasons why pupils lack of focus needs to be addressed. The researcher would like to use the same platform to regain what is missing among our learners. Teachers may be aware of different modern multimedia instructional materials. And, pupils may be encouraged in using all of these to their advancement in school.

METHODS

The experimental method of research utilizing a pretest and posttest was used in the study. Experimental research parallel group design was utilized. The experimental group was exposed to the multimedia instruction in Mathematics while the parallel group or the unexposed group served as the control for comparative purposes. This followed the Gantt chart of Activities in the conduct of the study. It includes the formulation of a research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, administration and retrieval of data, processing, and analysis were done.

RESULTS

Level of Performance in Mathematics of the two groups in the pretest showed the control group obtained a mean score of 39.34 with a verbal interpretation of Satisfactory. Similarly, the experimental group obtained a satisfactory performance with a mean score of 38.99. The computed standard deviation of 1.51 and 1.03 respectively. Results in the posttest obtained a 45.28 mean score with a Very Satisfactory interpretation and a standard deviation of 3.11 and 2.39. The obtained mean difference on the posttest performance of the two groups of respondents is 1.17. This yields a computed t-value of 2.76 which exceeded the tabular t-value of 1.98 at .05 level of significance thus rejects the null hypothesis.

DISCUSSIONS

Findings indicated that the two groups of respondents have the same entry knowledge in Mathematics. The pupils who were exposed to multimedia instructions have higher scores than those pupils exposed to the traditional methods of teaching. Moreover, the results indicated that pupils exposed to technology performed better than those pupils taught using the traditional method of teaching. There may be imperfections in the multimedia instruction used but designing new technology-assisted instruction will improve the current dilemma of teachers. This may be suggested for future research and for policymakers to make it happen.

KEYWORDS: Mathematics, Multimedia, Instruction, Computer-aided, Teaching grade five

**Effectiveness of Multimedia Presentation in Teaching Edukasyon sa
Pagpapakatao 10 in Tanay National High School SY 2018-2019**

Rhodora Porciuncula, Tanay National High School

Abstract

INTRODUCTION
One of the learning areas which aim to develop an individual's full potential is Edukasyon sa Pagpapakatao. However, it is deemed difficult to teach the subject as students usually get bored when concepts are taught in the traditional way of teaching such as using visual aids and reading the lesson, as evident in the gradual decline of 5.86% from 66.77% (SY 2016-2017) to 60.91 (SY 2017-2018) mean percentage score during the second grading period. This is the particular reason by which this study tackled about the utilization of multimedia presentation in EsP 10 which covered an in-depth account of using authentic and simplified task and worthwhile activities to be used for the improvement of learning outcome, thus making it alive and also enjoyable not only for the students but also the teacher as well.

METHODS
The study is experimental in nature. The instrument used is a multimedia presentation of the lesson in EsP 10. This was a teacher made PowerPoint presentation from the lesson in Modyul 7 and 8 and 40 items pretest and posttest made by the researcher. The subjects of the study were the 24 grade 10 learners enrolled in section Copernicus and Dalton. Those learners were classified according to their average grade ranging from 75 and above.

RESULTS
Though the performances of the control and experimental group have both improved according to the pretest and posttest results, it is evident that the performance of the experimental group has improved compared to the group who were not exposed to the multimedia presentation in the different lessons in Edukasyon sa Pagpapakatao 10 based on the results of their posttest. The performance of the experimental group in Modyul 7 and Modyul 8 in EsP 10 is significantly different from the control group. It was therefore found out that the learners who were taught using the multimedia presentation in EsP 10 performed better than the students who didn't with respect to different lessons as revealed by their posttest results and the utilization of multimedia presentation is an effective teaching material.

DISCUSSIONS
The effectiveness of the multimedia presentation in Edukasyon sa Pagpapakatao 10 is recommended to facilitate the teaching-learning process. It is also suggested to implement the use of the multimedia presentation in EsP, encourage teachers to produce instructional materials to develop the critical thinking skills of the learners and conduct a follow-up study for further development and enrichment of the lesson using other variables.

KEYWORDS: Edukasyon sa Pagpapakatao, Multimedia, Grade 10

SUBMISSION ID: R04A-RIZALP-0124

Effectiveness of Multimedia Teaching Instruction in English among Grade three pupils of Castanos Elementary School: Basis for Intervention Plan

Grace Favia, Josephine M. Gonzales, & Neda D. Signo, Department of Education - Cavite

Abstract

INTRODUCTION

Education in the Philippines has been undergoing a series of innovations, examining thoroughly for relevance to the country's economic and political situation year after year, changes in the quality of education take place through the introduction of several teaching methods, strategies and further curriculum development in order to set up educational goals that would conform to national realities. This action research was conducted primarily to determine the effectiveness of multimedia instruction in teaching English among the grade three pupils of Castanos Elementary School in the municipality of Gen E. Aguinaldo.

METHODS

The study applied the Pre-test- Post-test experimental design using the teacher-made tests and the model lesson plan with multimedia instructions as the instruments in the conduct of the study.

RESULTS

Findings revealed that there is no significant difference in the pre-test of the experimental group and the control group. It means that both groups are the same before the treatment of the study. On the contrary, it was also found out that the result of the post-test showed that there is a significant difference in the achievement gain by the experimental group and the control group. This reveals that the post-test of the experimental group is significantly higher than the control group. This implied the positive impact of multimedia instruction in teaching English subject on the pupil's academic achievement. They indicated that their learning outcomes are more beneficial, effective and enjoyable compared to the traditional method.

DISCUSSIONS

In view of the above findings and conclusions the following recommendations were offered. For pupils' better academic achievement and positive development, Multimedia instruction should be used in the teaching of English particularly at the elementary level. The study should be replicated in other subjects and grade levels to also test the effectiveness of multimedia instruction and lastly, teachers should be encouraged to teach English using Multimedia Instruction.

KEYWORDS: Multimedia Instruction in English

SUBMISSION ID: R04A-CAVITP-0399

Effectiveness of Multimedia-Based Instructional Materials in Teaching Mathematics for Grade Two Learners

Myla Paralejas

Abstract

INTRODUCTION
Having found out that the pupils have a poor understanding of Mathematics, the researchers thought that using the Multimedia-Based Instructional Materials in teaching Mathematics would be a great help to improve the learner's performance. The purpose of the study is to find out the effectiveness of instructional materials.

METHODS
To find the effectiveness of Multimedia-Based Instructional Materials, the study used the Experimental Method of Research. A pretest before the exposure to the instructional materials and post-test after the exposure to the instructional materials, consisting of thirty items. To find the significant difference between the pre-test and post-test scores of the control and experimental group, an independent t-test was used. To find the significant improvement in the level of performance of the controlled and experimental group, dependent t-test was used.

RESULTS
The control group obtained a mean score of 13.51 in the pre-test with the verbal interpretation of Satisfactory. Similar to the experimental group. The computed standard deviation of 3.61 and 3.62 respectively.

In the post-test, the control group obtained a mean score of 21.68 verbally interpreted Satisfactorily. Likewise, the experiment group obtained a mean score of 23.78. The computed standard deviation of 2.63 and 3.76 indicate that the score of both groups is dispersed. The computed t value of -0.22 at a 5% level of significance is less than the critical value of 2.00, thus accepting the null hypothesis in the pre-test. The computed t value of 2.21 at 5% of significance is greater than the critical value of 2.00, thus rejecting the null hypothesis. This means that there is no significant difference in the performance of the controlled and experimental group in the pre-test. However, in their post-test scores, there is a significant difference in their performance. With respect to the performance of the experimental in the pre-test the computed t-value of 82.51. This is greater than the tabular t- value of 1.69 at .05 level of significance. This rejects the null hypothesis stating that there is a significant difference in the performance of the grade two learners before and after the exposure to the Multimedia-Based Instructional Materials in teaching Mathematics.

DISCUSSIONS
There is a marked improvement on the performance in Mathematics of the pupils after they were taught using the Multimedia-Based Instructional Materials in Mathematics. This showed that pupils comprehend and learned better.

KEYWORDS: multimedia instructional materials

SUBMISSION ID: R04A-RIZALP-0227

**Effectiveness of Numeracy Tool in General Mathematics for Grade 11
Students of Senior High School in Tuy**

Elsie M. De Los Reyes

Abstract

INTRODUCTION

Mathematics is one subject that pervades life at any age, in any circumstance. Thus, its value goes beyond the classroom and the school. Mathematics as a school subject, therefore, must be learned comprehensively and with much depth. Based on the 2014-2015 results of the National Achievement Test in Mathematics, public secondary schools got 44.01%. It is in light of the foregoing information that the researcher conducted this study.

METHODS

This study used the experimental type of research since the researcher aimed to evaluate the Numeracy Tool in General Mathematics for Grade 11 Students of Senior High School in Tuy. Using Numeracy Tool as one of the instruments to increase the level of performance of Grade 11 students.

RESULTS

Based on the analysis, the following results were obtained. Both the respondents in the controlled and experimental groups obtained "failed" in academic performance in General Mathematics based on the pre-test scores. A significant difference was noted between the controlled and experimental groups with regards to their academic performance in Mathematics based on their post-test. A significant difference was noted in the controlled group with regard to their academic performance in Mathematics based on their pre-test and post-test. A very significant difference was noted between the pre-test and post-test of the experimental group with regards to their academic performance in Mathematics. The Proposed Enhancement Program in Mathematics was designed by the researcher.

DISCUSSIONS

The results demonstrate the need for the use of numeracy tools to enhance the learners' performance in General Mathematics. Learners will appreciate and understand clearly the lesson if they will use the numeracy tool and eventually obtained retention of all the lessons in General Mathematics.

KEYWORDS: Numeracy tool, Academic Performance, General Mathematics, Enhancement Program

SUBMISSION ID: R04A-BATANP-0718

Effectiveness of Numeracy Tools and E-Games in the Academic Performance of Grade 7 Students for the First Semester of Timbugan National High School

Carla Adagio, Rosario West Teachers Association

Abstract

INTRODUCTION
Most of the students have problems in learning Mathematics due to boredom, lack of interest and proficiency and motivation, little encouragement for self-learning, lack of continuity and focus. In an effort to involve students in Mathematics learning, teachers used mathematical games and activities to overcome this barrier. Games have not only been employed for drill and practice but also for warm-up activities and rewards.

METHODS
This research utilized the descriptive method of research to determine, describe and analyze the effectiveness of numeracy tool and e-games in the academic performance of Grade 7 students of Timbugan National High School.

RESULTS
In the first quarter, seven competencies were used to measure the ability of students at different levels. Most of the students were outstanding in describing sets, subset, universal set, and null set. While in the other competencies, students got satisfactory grade which means that remediation activities, follow- up and close supervision of the teachers/ mentors is advised. They need to undergo post-test and face to face discussion must be done extensively to meet the requirements.

However, in the second quarter, most of the students did not meet expectations. This shows that an extensive follow-up, remediation, close supervision and face to face discussions are needed on missed competencies.

DISCUSSIONS
Using games to engage students in the process of active learning is not new. Educators have been incorporating various E- Games into their teaching curriculum in an effort to create a fun and engaging learning environment for students.

As a result, more than half of the students of Timbugan National High School can now transfer his/her skills and knowledge and could be of help to the teacher and students. No need to undergo remediation and post-test and can undergo more complicated competencies.

An action plan was developed to improve the effectiveness of the numeracy tool and e-games in the academic performance of Grade 7 students in the first semester of SY 2018-2019.

KEYWORDS: ACADEMIC PERFORMANCE, E-GAMES, NUMERACY TOOL, POST TEST, REMEDIATION

Effectiveness of Oral Reading Assessment in Improving Reading Performance of Grade 5 Pupils in Mapulo Elementary School

Rowena U. Villarma & Ofelia P. Driz, Department of Education

(Adviser: Ofelia P. Driz)

Abstract

INTRODUCTION
Reading is considered a gateway skill to all other learning. For this, the government increasingly focused on assessing reading among young children, primarily through oral reading assessment, which no longer restricted to school settings. In this study, it seeks to provide insights on developing pupils reading abilities and to determine the effectiveness of administering the oral reading assessment in Grade 5 pupils. It also aspires to eliminate struggling readers and facilitate effective learning in other learning areas. Therefore, it is a must that reading problems be identified and given attention.

METHODS
A descriptive method of research was used to determine the effectiveness of oral reading assessment on the reading achievement of the pupils. It is designed to gather information about the present existing conditions involving the collection of data in order to get the hypothesis and answer to the questions concerning the current status of the subject of the study. In addition, personal opinions of the pupils were also used to determine their attitude toward oral reading assessment.

RESULTS
Based on the results in oral reading assessment in English (Pre-Test) there are 14 or 21% of the pupils are under struggling level, 11 % very slow, 35 % average level and 8 or 12 % under a fast level. While in post-reading test 2 or 3 % of the pupils fall under struggling level,7 or 11% very slow, 21 or 32 % average and 29 or 44 % fast level. It is worth noting that there are only 2 slow readers in the Grade 5 class.

DISCUSSIONS
The results presented determine the effectiveness of oral reading assessment in improving the reading performance of Grade 5 pupils in Mapulo Elementary School. Through the use of different strategies and reading program of the school, reading performance of the pupils were improved and the number of slow readers was decreased.

KEYWORDS: assessment, struggling level, reading assessment, performance

SUBMISSION ID: R04A-BATANP-1146

**Effectiveness of Paired Reading Strategy in Improving the Reading
Performance of Grade 8**

Cheryll Rodulfa, Palina East National High School

Abstract

INTRODUCTION
After the results of Initial Oral Reading Assessment to Grade 8n students of Palina East National High School on June 19-23, 2017. The researchers discovered that out of one hundred eighty-five (185) students, sixty-two (62) or thirty-three (33) percent were classified as Beginning Readers. Knowing that reading is the key to understanding in all learning areas as well as the tool to achieve comprehension of the different learning competencies, finding a way to help these beginning readers improve their reading skills became an immediate decision.

METHODS
 The study aimed to determine the effectiveness of the scheme in improving their reading performances. The research instruments tool used was the prescribed and provided through the Division's Reading program, Systematic and Comprehensive Reading Interventions in Building. The procedure was to pair the students carefully based on their reading capabilities and learning styles. Orientation was also given how the strategy worked, Partner Readers were timed in a minute and a number of words read by every reader were also counted. Paired Reading can be done in different ways between or among friends with an idea - I and my partner read aloud and eventually be good readers.

RESULTS
 The data gathered was analyzed and interpreted as the beginning, developing, approaching proficiency or advance. To determine the effectiveness of the use of the Paired Reading strategy, the statistical tool employed was the Paired Sample T-test. Based on the findings from 62 beginning readers it decreased into 20 with .000 p values.

DISCUSSIONS
 Based on the data gathered, analyzed and interpreted, there is a significant difference in the results of the reading performance before and after the administration of the paired reading intervention, hence, it is recommended for adoption in schools with the same issues.

KEYWORDS: Paired Reading, p values, Paired Sample T-Test

SUBMISSION ID: R001-URDANE-0001

Effectiveness of Parents' Involvement in School Development Activities as Perceived by Teachers in Aga Elementary School: Basis for a Proposed Action Plan

Sheila Rom, BRAVE

Abstract

INTRODUCTION

Parents' involvement is defined as the active engagement of a parent in an activity that centers on enhancing academic performance. It is absolutely essential to pupils' achievement in school and in life. Because of the importance and necessity of parental involvement in relation to pupils' school development activities, Aga Elementary School deemed it necessary to encourage and strengthen parental involvement in school. This could be achieved through the coordinated effort of the policymakers, school officials, school heads, guidance counselors and teachers. As these problems were raised, the researcher is one of those concerned who conducted this study.

METHODS

To achieve the purpose of the study, the researchers used the descriptive survey type of research. The respondents of this study were eighteen elementary teachers of Aga Elementary School. The questionnaire was utilized as the main tool in the data gathering instrument.

RESULTS

Teachers perceived that parents' involvement is very effective in school development activities. They also perceived that communicating is very effective from home to school and from school to home about school programs and pupils progress. This shows that parents can help a lot in the development of school activities. This also implies that the involvement of parents is needed to create a good development in school activities as well as the improvement of pupil's performance.

DISCUSSIONS

The results show that teachers assessed the parents' involvement in school development activities as very effective. There are also varied strategies that are very much needed to develop their involvement in school activities. Regular attendance of all parents should be encouraged during PTA meetings by school administrators and teachers so that parents will understand the importance of their participation. A proposed action plan was made as a point of reference to enhance the involvement of parents in school development activities.

KEYWORDS: effectiveness, parents' involvement, perceive, proposed action plan

SUBMISSION ID: R04A-BATANP-0414

Effectiveness of Pedagogical Approaches in Teaching English Utilized by the Intermediate Teachers in District IV, Division of Batangas City

Ghermine Shane Capul, Wawa Elementary School

Abstract

INTRODUCTION
The English teachers nowadays are challenged to develop students' competencies in using the English language as far as global competition is concerned. For developing language learning skills in English, the teacher should adopt appropriate approaches from time to time. The pedagogical approach should be shifted from a form-based approach to a meaning-based approach. According to Republic Act 10533 Sec. 5 (e), the curriculum shall use pedagogical approaches. These approaches find ways to help learners get excited about their learning, in responding to their abilities and in building learner's competence in doing holistic and engaging activities.

METHODS
The descriptive method of research was used and utilized the questionnaire as the main data-gathering instrument. There were 68 intermediate teachers and 4 administrators in public elementary schools in District IV, Division of Batangas City. The statistical tools applied were frequency, percentage, weighted mean, and coefficient or significant relationship.

RESULTS
All pedagogical approaches (2C-21-1R) were effectively utilized in teaching English by the intermediate teachers. There was a significant difference in the assessment of the two groups of respondents on the effectiveness of utilizing the constructivism, collaborative, integrative and inquiry-based approaches. On the other hand, no significant difference was noted in the effectiveness of the reflective approach. The assessment of the administrator-respondents on the performance of learners in English resulted in a satisfactory level as evidenced by the average weighted mean of 4.26 while the assessment of the teacher-respondents supported the idea that the pedagogical approaches affected their learning satisfactorily as evident by the average weighted mean of 4.26.

DISCUSSIONS
The English teachers were able to utilize the pedagogical approaches effectively in terms of 2C-2I-R (constructivism, collaborative, inquiry-based, integrative, reflective). The researcher proposed an action plan to enhance the utilization of pedagogical approaches in meeting the demands for the development of 21st-century learning skills among learners. Teachers must be encouraged to provide more activities related to real-life situations that would improve the performance of learners in English as affected by the pedagogical approaches to a very satisfactory level. Future researchers may conduct studies similar or related to this present study in a wider scope utilizing all intermediate teachers as respondents.

KEYWORDS: Competency, Pedagogy, Approach, Curriculum,

SUBMISSION ID: R04A-BATANC-0212

Effectiveness of Peer Teaching Approach in Pre-Calculus

Leah Olua, Department of Education

Abstract

INTRODUCTION
Many of the students from STEM-Fleming class are not performing well in Pre-Calculus. Some even miss simple plotting of points and fundamental arithmetic operations. This is shown in their low scores in quizzes, seat works, and other activities. The class obtained a mean grade of 78.76 in the first quarter term.

This research aimed to determine the effectiveness of peer teaching approach in improving the level of performance of Grade 11-STEM Fleming students in Pre-Calculus.

METHODS
The participants of this study were the 38 students of Grade 11 STEM-Fleming. The descriptive comparative method of research was used to determine whether the peer teaching approach in Pre-Calculus is effective. The results of the test before and after using the peer teaching approach were compared and evaluated if there is a significant difference in the level of performance of students.

RESULTS
The result showed that students who belonged to the lower half of the class obtained a mean score of 62 (beginning level) before using the peer teaching approach and a mean score of 78.89 (developing level) after applying the said approach. The result indicated an increased level of performance of students after using the peer teaching approach.

DISCUSSIONS
There is a significant difference in the level of performance of students before and after using the peer teaching approach. This could be interpreted to mean that the peer teaching approach is effective.

KEYWORDS: effectiveness, peer teaching, performance

Effects of Cooperative Learning Strategy in Teaching English at Tanauan City Division: Basis for Proposed Action Plan

Divina Elic, Department of Education - Tanauan City

Abstract

INTRODUCTION

Today's generation as the 21st-century learners are interactive in terms of their learning behavior. Learners tend to acquire knowledge through performance task not the usual memorization of theories. They are used to acquiring ideas not by him alone but through groups or by teams.

The active participation of the students in the classroom discussion is always being encouraged to strengthen not only the cognitive ability of the learners but also the affective and psychomotor domains. Students are involved in solving problems, brainstorming, formulating questions on their own, discussing ideas and expressing an opinion on debates.

METHODS

This research used a descriptive method of research. This was used to determine the effects of cooperative learning strategy in teaching English. Served as a way to describe the nature of the existing condition. Existed in the natural setting, the questionnaire was employed to collect perception respondents, specifically the researcher used a questionnaire to validate the study.

RESULTS

The use of cooperative learning strategy in teaching English in the subject schools in terms of membership composition, choice of group/team leader and membership adjustments were effective, the extent of the effectiveness of the use of cooperative learning strategy in the teaching of English in terms of pupil's development in the following domains cognitive, affective and psychomotor were moderately effective

The majority of pupils fall on 80-84 average grades on their academic performance.

Also, there are significant differences in the respondents' responses to the extent of the use of cooperative learning strategy and their assessment of the effectiveness of cooperative learning strategy.

DISCUSSIONS

From the data gathered in this study, it shows that the teachers need to attend conferences and training on the different teaching strategies. It was also drawn from the study that the Comparison between the perceptions of two different respondents can be another scope of research to determine the significant difference as the individual computed a result based on each response is concerned. Also, other techniques in procuring data can be used as data gathering in terms of the interview or verbal communication as well as classroom observation.

KEYWORDS: 21st century learners' cooperative learning approach performance task

SUBMISSION ID: R04A-TANAUA-0144

**Effects of Creating Active Numerist (CAN) as Intervention Program to the
Non-Numerate Learners**

Milchie Antepuesto

Abstract

INTRODUCTION
Teaching Mathematics has become a major issue in different parts of the country. The teaching strategies used by teachers and the quality of teachers have affected the performance of the learners. It is one of the hardest parts for a Mathematics teacher to easily learn Mathematics by his learners but he can think a way for his learners to learn and love Mathematics well. He came to think of the intervention program that will help him in improving his teaching in Mathematics. It has been observed that many learners have not yet mastered the basic skills of four fundamental operations in Mathematics which is very important for them to be able to solve specific problems. With the help of newly developed instructional materials, he thinks that it can lessen the problem.

METHODS
The study was focused on improving Mathematics performance through the use of an intervention program (CAN). Out of 42 learners who took the diagnostic test,15 are non-numerate who will undergo the said program. This program was done from 10:00- 10:35 from Monday to Thursday within two months. With the use of the descriptive-survey design of research using one group pretest-posttest design of the research was utilized to gather to attain the purpose of the study and to test the effectiveness of the developed materials.

RESULTS
The result of the post-test administered to the 15 learners shows that in addition without regrouping 15 learners improved from non- numerate learners while in addition with regrouping 12 learners improved to numerate learners after being exposed to the CAN intervention program and 3 learners are still non-numerate. There is an increase in the level of performance of the learners, thus the performance is better after the intervention program. There is sufficient evidence at the alpha level of significance to show that there is a significant difference between the performance of 15 Non-Numerate learners before and after their exposure to the said intervention program with respect to all the lessons involved. This means that the use of the intervention program improves the level of performance in Mathematics lesson.

DISCUSSIONS
The intervention program was effective in developing the Mathematics performance of learners but there still a need to have constant practice in solving math problems to improve the performance better. Parents' involvement may take part also by giving them full support and follow up at home. Constant follow up of the next Mathematics teachers should be conducted for further development.

SUBMISSION ID: R04A-RIZALP-0400

Effects of Differentiated Instruction as a Teaching Approach to Grade 11 Students at Anuling National High School

Yna Angelie Erestain

(Adviser: Cristina Gonzales)

Abstract

INTRODUCTION
Today, due to students' population, different learning needs are continuously increasing. It is a challenge for all teachers to serve diverse learners academically. That is why most of the teachers are using differentiated instruction as their teaching approach, an academically responsive instruction, to ensure that students are learning according to their interest inside a mixed-ability classroom. In this study, we investigated the effects of using differentiated instruction as an approach to students' learning of Grade 11 students at Anuling National High School, School Year 2018-2019.

METHODS
Quantitative research was used by the researchers, using the descriptive research design, to gather information on current situations and conditions about the effects of differentiated instruction to students by conducting a survey. 20 item close-ended questionnaire was created for this survey which is one of the data collection instruments of this study. Census was the sampling choice used by the researchers and the selected population for this study was grade 11 senior high students of Anuling National High School.

RESULTS
The results show that the effects of differentiated instruction to students in terms of their personality and interest are they became challenged, they are able to demonstrate their talent, they become more responsible, they recognize their strengths and weaknesses and improves it, they build their self-confidence and build more friends. While in terms of their learning style differentiated instruction motivates students to do an activity, it enhances their knowledge and skills, they understand the lesson more, they are able to think critically and creatively, and they have the opportunity to experience a variety of tasks.

DISCUSSIONS
Based on the results the researchers found out that differentiated instruction has a positive effect on students' personality and interest as well as to their learning style. Just like previous studies that differentiated instruction is really an effective approach. However, there is still a call for teachers to use it frequently and to create a new strategy of differentiated instruction. The information presented can be used as a basis in planning for seminars and training about differentiated instruction to use it further. And to recommend the use of differentiated instruction across disciplines.

KEYWORDS: Learning Style, Differentiated Instruction

SUBMISSION ID: R04A-CAVITP-0912

**Effects of Discovery Learning Approach in Teaching Physical Science in
San Juan National High School**

Avram Gutierrez, San Juan National High School

Abstract

INTRODUCTION
Nowadays, students in the Senior High School find it hard to respond to the critical questions in Science subjects, particularly in Physical Science. Discovery Learning is a student-centered approach that focuses on student potential to react to various stimuli and respond to a given situation. The approach opens opportunities for students to perform, demonstrate, and discover experiences on their own using necessary prior knowledge. In this study, the researcher explores the significant effects of using discovery approach in teaching Physical Science to the Senior High School students in San Juan National High School.

METHODS
This study used quasi-experimental research wherein the researcher treated two classes identified through cluster random sampling. One experimental class employed Discovery Approach and the control class employed the Conventional Learning Approach. The data is determined through results from pre-tests and post-tests.

RESULTS
Based on the results of pre-tests and post-tests, the researcher found out that there is a significant effect in teaching Physical Science of the Senior High School Students using the Discovery Learning Approach as compared to the conventional approach. Furthermore, the educational outcomes of the Senior High School students belonging in the experimental class have also increased by 28.73%.

DISCUSSIONS
The studies contribute to the needs of the Science teachers in developing critical thinking skills among Senior High School students through the use of the Discovery Learning Approach. It serves as an instrument to elevate the teaching approaches and methodologies to effectively deliver lessons in Physical Science, thus, improve the academic performance of the students. Finally, the researcher recommends the conduct of Division-wide training on Discovery Learning Approach to instill its relevance among Science teachers.

KEYWORDS: Discovery Learning Approach, Physical Science, Senior High School

SUBMISSION ID: R005-CAMSUR-0138

Effects of Discrimination on the Academic Performance of Junior High Homosexuals of Old Boso-Boso National High School

Aron Jhie G. Rivas, Cheska Leana S. Orino, & Portia Dannica Manuel,
Department of Education - Antipolo City

Abstract

INTRODUCTION

Homosexuality among students is now rampant. It is usually called a gender crisis to every individual suffers from this abnormality in their behavior. People would often throw them hurtful words just to make them feel inferiors and even hurt them physically. Schools should be safe places for everyone. These abuses can cause deep and lasting harm and curtail student's right to education, protected under the Philippine and international law. (HRW, 2017) According to the Advocates of Youth (2017), about 86% of LGBT students reported verbal harassment at school and 44% of LGBT youth reported being physically harassed at school because of their sexual orientation. The consequences of physical and verbal abuse directed at LGBT students include truancy, dropping out of school, poor grades and having to repeat a grade. This phenomenon has made the researchers curious about how discrimination affects the academic performance of a homosexual Junior High School students of Old Boso-Boso National High School.

METHODS

This study made use of the descriptive, survey research design to determine the effects of discrimination on the homosexual Junior High School students of Old Boso National High School for the school year 2018-2019. This study used a purposive sampling method in selecting the participants. All junior high school students of the said school that are homosexuals were given survey questionnaires to determine their academic performance and the degree of discrimination experienced. This study used the percentage mean scores and t-test to determine the effects of discrimination on the academic performance of the students.

RESULTS

Most of the respondents of the study were 15 years old with the highest percentage of 31.82 percent and the least number of respondents was 13 years old with a percentage of 18.18 percent. Further, most of the respondents are achievers with the highest percentage of 68.18 percent and the least number of respondents are with honors having the percentage of 31.82 percent.

DISCUSSIONS

This study showed that homosexuals in the said school experienced discrimination on their peers but in different degrees of discrimination. Homosexual experiencing low discrimination got high grades than those experiencing high discrimination.

KEYWORDS: Homosexuality, Academic Performance, Discrimination

SUBMISSION ID: R04A-ANTIPO-0010

Effects of DOTA 2 Towards the Academic Performance of Grade 10 Students of Looc Integrated School S.Y. 2017-2018

Karl Francis Urlanda & Joffrey Silverio, Looc Integrated School

Abstract

INTRODUCTION
With the innovation of new technologies, many applications had been invented including different types of games. Games can be considered a hobby when it comes to maximizing "free time" but it can be considered a distraction to studies. This research study aimed to distinguish what was the effect of DOTA 2 to the grade 10 students of Looc Integrated School in terms of academic performance S.Y. 2017- 2018. The problem idea relies on how the students got involved in accessing DOTA 2. The academic performance played a big role in determining the status of one student. It refers to the outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional movements specifically in school, college, and university.

METHODS
In order to fulfill the objectives, the researchers used descriptive correlational research design. It is used to describe the answers of the respondents in a non-judgmental way and getting the same idea combined together. This design was used to know if there are any similarities between the answers of the chosen participants. The participants were chosen randomly by determining who among them plays DOTA 2 using questionnaires. The researchers also used a one-on-one interview and recorders to get the in-depth meaning of the problem. Only 10 students were selected to be participants of this study.

RESULTS
According to the analyzed results and data gathered, the researchers concluded that playing DOTA 2 does have an effect on the academic performance of the students. Most of the respondents mentioned that they do not pick schooling first and cut classes just to play DOTA 2 in the computer cafe. Along with peers, they usually spend a minimum of 5 hours and a maximum of 8 hours either teaming up with each one or playing with other groups with money on stake. Also, the participants most likely affirmed that they eat instant noodles at a computer shop as a substitute for dinner or lunch. Lastly, 8 out of 10 respondents admitted that they're being influenced by friends.

DISCUSSIONS
The researchers concluded that playing DOTA 2 has an effect not only on the academic performance of the students but also on their time management and budget allocation. Getting too much attention on playing games can develop a big impact on an individual daily routine. The researchers would like to recommend this study to the students, teachers, and parents to give them guide and warning on how games can be a hindrance in different aspects.

KEYWORDS: Effects academic performance DOTA

Effects of Extra-Curricular Activities on Students' Academic Performance

Paul Denver Ramirez, Mataasnakahoy Senior High School

Abstract

INTRODUCTION

The function of education is to bring change in child behavior and personality. But education is not just learning based on academic performance; among them is involvement in Extracurricular Activities (ECA). This order gives conclusion - participating in extra- curricular activities affects students' academic performance in both positive and negative ways. Considering all these, it depends on the students on how they will be overbearing the consequences.

METHODS

In this study, different methods of the design were employed. Through the descriptive method of research, we conducted focus group discussion among grade 11 students of Mataasnakahoy Senior High School. 30 students from five different sections of the academic track were selected and responded to a set of interview questionnaires. Judgmental sampling (a sampling technique where the researcher selects units to be sampled based on their knowledge and judgment) was also used with data collected through qualitative analysis of effects of extracurricular activities on students' academic performance.

RESULTS

Most of the students responded to our interview joined officership as their involvement in extracurricular activities and have gained personality improvement and development as beneficial effects in joining these activities. Likewise, they got additional points which helped them in achieving target grades at school. Moreover, the overall result from the interview questionnaire answered by the participants mostly showed positive effects of extracurricular activities on students' academic performance.

DISCUSSIONS

The results suggest the continuity of joining extracurricular activities to keep the students' academic performance very well. Students can also do different ways to improve their personality, class performance and grades at school.

KEYWORDS: Effects, Extra-Curricular, Activities, Students, Academic, Performance

**Effects of Feedbacks to the Performance of Secondary School Teachers:
Basis for Professional Development**

Mary Jane Gonzalvo, Department of Education

Abstract

INTRODUCTION
Teachers' evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development (Sawchuk, 2015).

This study attempted to look into the effects of feedback on the performance of public secondary school teachers as a basis for their professional development. It further described the importance of using different types of feedback namely: evaluative, constructive, descriptive and corrective in evaluating the teachers' performance.

METHODS
The primary data were collected through the use of a survey encompassing the perception of the respondents on types of feedback and professional development in terms of performance and job attitude.

RESULTS
School head respondents perceived all types of feedback indicators as "agree" while teachers and students perceived all types of feedback indicators as "strongly agree".
Generally, school heads agree to all of the variables of professional development, however, strongly agree particularly on interest and responsibility while the teachers and the students have a similar response to almost all of the variables of professional development.
The perception of the school heads on types of feedback has no significant relationship to professional development as to performance. This study illustrated the significant difference in the perception of the respondents on types of feedbacks.
The perception of respondents on professional development as to performance and job attitudes are significantly different.

DISCUSSIONS
Based on the findings and conclusions of the study, the following recommendations are offered:
It will be helpful for the school administrators to review existing feedbacks, that they may enhance work performance among teachers. This will be the basis to plan programs for teacher development that will lead to the teacher's professional growth.
Teachers may be aware of and be provided with theories of policies and practices on giving and receiving effective feedback.
Since students have inputs on evaluating teachers' performance and considered to be the number one critic, teachers may always perform duties and responsibilities associated with the profession to the best of their ability.

KEYWORDS: FEEDBACKS AND PERFORMANCE

SUBMISSION ID: R04A-BATANP-1743

**Effects of Financial Difficulties to the Academic Performance of Selected
Grade 7 Students of Emiliano Tria Tirona Memorial National High School-
Integrated Senior High School**

James Kendrick T. Valerio, Janella Z. Areç ,Avo John Kenneth M. Agana, &
Judyllyn E. Llames, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Financial difficulty is an absence of adequate support through the financial cause, which is one of the leading causes of crimes and a lack of education that leads them into poverty.

In line with this, the researchers observe the usual problems that have seen in Emiliano Tria Tirona Memorial National High School is the financial difficulties experienced by the students that have caused certain problems including dropouts, tardiness, and low academic performance.

The researchers chose this topic for research to find out the effects of financial difficulty towards the academic performance of selected grade 7 students of ETTMNHS.

METHODS

This study used a descriptive research design. The respondents of the study were the selected Grade 7 Students of Emiliano Tria Tirona Memorial National High School, Academic Year 2018-2019. To obtain a good representation of the students, 10 students from selected sections were considered as the population of the study.

The researchers started gathering data by giving the 100-item survey questionnaire to the 100 chosen respondents from five (5) sections of Grade 7 students to know the effects of financial difficulties on their academic performance.

RESULTS

The participants who participated in our study agree that financial difficulties affect the following: their performance in their subjects, their interest in doing their homework, their eagerness in complying with their projects and their interest in going to school.

DISCUSSIONS

Based on the result, the researchers found out that financial difficulties have an effect on the academic performance of the grade 7 students of the said school. It is also one of the hindrances to rich their dreams in life. Therefore, financial assistance is vital to every student who wants to go to school.

KEYWORDS: financial difficulties, lack of education, academic performance, grade 7

SUBMISSION ID: R04A-CAVITP-1081

Effects of Fuller Method in Enhancing the Reading Ability of Struggling Readers in Grade Two at Lecheria Elementary School

Sevilla Lubuguin, Department of Education - Calamba City

Abstract

INTRODUCTION

This study was conducted to determine the Effective of Fuller Method in Enhancing the Reading Ability to struggle Readers. Based on the result of the School-Based Pre-Reading Assessment for the School Year 2018 - 2019 which was assessed by the Teachers, Grade Two pupils got the greatest number of struggling readers composing of 10 males and 12 females, thus became the subject of this study together with their parents/guardians and two teacher-advisers. Fuller Method, a combination of the alphabet, phonics and whole methods of teaching word recognition (Jalal, et.al,2007), was then employed by the teacher-advisers to test its extent/effects in enhancing the reading ability of these struggling readers.

As cited by Gunning (2003), teachers have a pivotal role in helping children to develop and maintain a positive attitude towards learning and literacy. To motivate children to read, classroom teachers demonstrate a passion for reading; act as model readers for their students; know how children perceive the value of reading and support them in developing a positive self-image by having them work with text that is at their current reading level.

METHODS

After the Post-Reading assessment, the data gathered were tallied, analyzed and interpreted through a descriptive method of research. Moreover, the researcher used the interview as a basis to come up with the data needed to identify factors that affect the reading abilities of Grade Two pupils. The data collected served as the main bases for the researchers to recommend ways on how to enhance the reading abilities of the pupil-respondents

RESULTS

The result of this study revealed that Fuller Method has a moderate effect in enhancing the child's reading ability. In lieu of this, follow-up interview to parents/guardians was conducted to determine other existing factors that affect the child's reading performance.

After scrutinizing the results, the researcher offered recommendations that can help in enhancing the child's reading ability.

DISCUSSIONS

The results show that Fuller Method has a moderate effect in enhancing the reading skills of pupils. It further reveals that there are other factors that hinder the skill of a child. Cooperation from parents or guardians is needed to help the pupils in enhancing his/her reading skills.

KEYWORDS: Reading skill, Fuller Method, Pre-Reading Assessment, Post-Reading Assessment

SUBMISSION ID: R04A-CALAMB-0397

Effects of Group Work Activities in Raising Students Motivation in Science

Rheenacel Morales, Department of Education, ATANGAS/ Pingkian Elementary School

Abstract

INTRODUCTION
Group work activities are one of the best strategies initiated by the teacher in a classroom discussion. It can apply in a different subject area particularly in Science subjects because it is more on experimentation and researching which requires group work activities. In this study, we search for the most effective group work activities to use by the teacher in Science. It concerns with some problems that intermediate pupils encountered during activities and giving them an absolute solution to the problem.

METHODS
The research design used by the researcher was a qualitative analysis, they provided questionnaires and interview guides as an instrument in gathering data to describe the effects of group work activities in raising student motivation in science. Three Teachers and 15 intermediate students were the respondents of the study. The researcher conducted the study at Pingkian Elementary School which is located at Reparo, Nasugbu, Batangas. The information given by the respondents was interpreted and presented as narrative statements.

RESULTS
Most of the respondents who participated in the study agreed that giving group work activities given by the teacher to their pupils were effective. They find it interesting, enjoyable and motivating. 80% of the respondent admits that doing group activities help them understand the lesson easier rather than alone because they are comfortable to ask a question with their group mates and get ideas from them. Giving group work activities also develop socialization skills of the student and improve self-confidence.

DISCUSSIONS
The result shows that many students are interested in group work activities, they enjoy the activities and they are very motivated to learn. Group work activities can catch the attention of the learners by using different activities such as sci games and body language, for them to have long retention of the topic. So that the teacher should be more flexible in administering the activities. The teacher may prepare group work activities that are not expensive but interesting. They can use different sorts of activities that suit the level of intelligence of the learners for them to become more attentive and alive during science time.

KEYWORDS: Everything will be fine do not lose hope just pray always

SUBMISSION ID: R04A-BATANP-0383

Effects of Heuristic Problem-Solving Strategy to Eight Grade Students' Self-Efficacy in Mathematics

Amelyn P. Julve, Teacher

(Adviser: Brazil M. Gumanoy)

Abstract

INTRODUCTION

Heuristic strategy can greatly improve students' self-efficacy when they are engaged in problem-solving activities; this is especially helpful for novice problem-solvers (Rudd, 2010). Many of the students in Florida H. Irizari National High School are noticeable, as traced to their academic performances, known as the low achievers, others got failing grades and negative remarks in Mathematics 8, and this is the reason why this study was conducted to examine the effects of heuristic problem-solving strategy on Grade Eight students' self-efficacy in Mathematics.

METHODS

The Quasi-experimental method of research was used. A total of 60 students of Florida Herrera Irizari National High School (FHINHS), who were enrolled in Grade Eight during the Fourth Grading Period of the Academic Year 2017-2018 were utilized as respondents of the study. Thirty students were included in the Heuristic Problem-Solving integration for the experimental group, and another thirty students were assigned in the control group that was identified based on their average in the 3rd grading period. The study involved three phases: pre-experimental activities, experiment proper and post-experimental activity.

RESULTS

Results from the treatment and analysis of data revealed that: a.) there was a significant difference in the pretest and posttest mean scores of the students in the experimental group; b.) there was a significant difference in the students' self-efficacy achievement in Mathematics Eight when taught using Heuristic Problem-Solving and Lecture Method as teaching strategies; c.) there was no significant difference in the students' self-efficacy in Mathematics Eight when taught using the two teaching strategies and when grouped according to their Mathematical Level; and that d.) there is no significant interaction effect on the students' self-efficacy when they were exposed using the two teaching strategies and when grouped according to their mathematical level.

DISCUSSIONS

Based on the findings, it can be asserted that Heuristic Problem-Solving can be an effective teaching strategy to enhance Students' achievement in Mathematics. It can be further concluded that Heuristic Problem-Solving and the use of Lecture Method as a teaching strategy are both effective for the different mathematical ability levels, Finally, the higher achieving students of both experimental and control groups perform better in mathematics than those low achieving students in both experimental and control groups. This result supports the study of Pimta, et.al, (2009) who claimed that students learned to become better problem-solvers; they would demonstrate a higher degree of self- efficacy.

KEYWORDS: Heuristic strategies. Novice problem solvers. Expert problem. Self-efficacy. Level of achievement.

Effects of Home Within Peer Study Program to the Academic Performance of Grade 11 - Automotive Learners

Elizabeth Alarcon & Gabriela Tuyac, Polomolok National High School

Abstract

INTRODUCTION

The study investigated the effect of Home within Peer Study Program on the academic performance of Grade 11 - Automotive learners. This study was conducted at Polomolok National High School.

The subjects of the study were the Grade 11- Automotive learners who were chronic absenteeism, who were at risk of failing their subjects, who were at risk of dropping out in their classes and their academic performance belonged to fairly satisfactory and needs improvement.

METHODS

The study used mixed-method research. The mean was used to determine the academic performance of the learners. The perception of the learners was conducted in an interview using descriptive-qualitative research. Home within Peer Study Program observed six phases when the intervention was conducted. Phase I- Getting to Know Stage. Phase 2 - Focus Group Discussion. Phase 3-Selection of Peer Tutors. Phase 4-Breaking the Ice. Phase 5 - Peer Tutoring Session, and Phase 6 - Assessment.

RESULTS

The findings of the study revealed that the learners' mean average score in the second semester had improved to satisfactory. This indicates that learners have increased in their academic performance. It manifested "Satisfactory Rating" based on the Senior High School (SHS) grading system as stated in Department of Education Order # 36, series of 2016.

DISCUSSIONS

It is concluded that the "Home within the Peer Study Program" is highly effective because the average grade of the learners had improved, and attendance increased.

After the learners had undergone the Home within Peer Study Program it had significantly increase of 11 days based on record by their class advisers and as shown in the attendance sheets as compared to their previous attendance in the first semester as shown in the data. Because of peer tutoring as an intervention, their absences decreased by 65%. It was also expressed in their perception through interviews. The responses of the learners revealed that peer tutoring was interesting, challenging, enjoyable and appealing because it geared towards a wholesome and comfortable scenario of studying like home.

KEYWORDS: Home Within Peer Study Program, chronic absenteeism

SUBMISSION ID: R012-SOUCOT-0038

Effects of Illegal Small Lottery to the Lives of Those Who Bet

Caren Pepito, Department of Education - Masbate Province

Abstract

INTRODUCTION

Filipinos are fond of betting any type of game of chances. The lottery is one of it, where the government is legalizing it through the PCSO. A lottery is a form of gambling where it needs to draw numbers and prizes. This study explores the negative effect of betting illegal small lottery.

METHODS

The quasi-experimental research design was used. It involved two hundred thirty-two respondents who were identified bets the small illegal lottery in Luna Placer Masbate. The respondents were given a survey questionnaire to collect the data needed to get the reason for those people who bet the lottery and to know the negative effect and the positive effect of the lottery. An interview questionnaire also conducted to validate responses.

RESULTS

The study revealed the negative effects of betting illegal small lottery first, losing money. Second is an addiction to the extent that even the last centavo in their pocket will be saved for betting. The third is to borrow money to bet lotto. Fourth experience poverty that they can't anymore buy their daily needs. The fifth is they can't give money to their children and family because they prioritize to bet. And the last is they sell the things that are important to them in order to have money for betting.

DISCUSSIONS

There must be a strict prohibition of the small illegal lottery for the people not to be addicted to it. People in the community must be oriented on the negative effect to them and to their family of betting. Programs must be created within the community to divert peoples' attention and make them productive in the community.

KEYWORDS: Effects, Illegal, Small, Lottery, Lives, Bet

SUBMISSION ID: R005-MASBAP-0010

Effects of In-Service Trainings on Teachers' Teaching Performance and Pupils' Academic Performance in Public Elementary Schools, Lipa City West District, Division of Lipa City

Jane Carandang, Department of Education

Abstract

INTRODUCTION

An important commitment of any teacher to his profession is to continue to grow professionally. One of the problems is how to upgrade the competencies of teachers in various areas. To solve this problem, in-service training, seminars, workshops, and other education programs was believed to be one of the solutions being offered to address the problems identified. This study was conducted to determine the effects of in-service training on teachers' teaching performance and pupil's academic performance in the Division of Lipa City West District during the school year 2015-2016.

METHODS

It employed the descriptive method of research and utilized the researcher made questionnaire in gathering the data needed in the study. There were 16 school heads and 202 teachers from the different schools in the Division of Lipa City, West District who were involved as respondents. The statistical tools applied in treating the data were a percentage, ranking, weighted mean and t-test.

RESULTS

The study revealed that the teachers performed the instructional tasks to a great extent as affected by the in-service training in the delivery of the lesson, employment of teaching strategies, utilization of index of mastery, management of the classroom and assessment of the learning outcomes. There was no significant difference between the assessment of the two groups of respondents on the effect of in-service training in the instructional performance of teachers because the computed t-value did not reach the tabular value at a 5 percent level of significance. The pupils have shown satisfactory performance in the three domains of learning as affected by the in-service training of teachers.

DISCUSSIONS

Based on the findings it is recommended that though the teachers were able to perform the different instructional tasks to a great extent they should still be encouraged to exert more effort to enhance their performance to the highest level. In as much as the teachers perform their task to achieve the pupil's performance at a satisfactory level, the school head should extend assistance to the teacher. The school heads should have a follow-up on the implementation of the different in-service pieces of training undergone by the teachers for improvement. The proposed action plan needs to be studied by the school heads for modification if needed to be implemented. A follow-up study needs to be conducted to determine if the marked improvement is attained.

KEYWORDS: in-service training, teaching performance, pupil's performance

SUBMISSION ID: R04A-LIPAC1-0061

Effects of Intervention Program on Reading Comprehension Skills of Grade Six Pupils in Muzon Elementary School

Delia Unida

Abstract

INTRODUCTION

The researcher, as an elementary classroom teacher observed that many pupils have poor comprehension skills.

Furthermore, it has been observed that many pupils have not yet mastered the basic reading skills specifically word recognition and reading comprehension skills which is very important for them to be able to comprehend what they read.

With this, the researcher is interested to determine the reading comprehension skills of the grade six pupils to have a basis in providing remediation program.

METHODS

Specifically, the documentary analysis was used since the results in the pretest and posttest of the Phil-IRI for the School Year 2016-2017 was used to determine the reading comprehension skills of grade VI pupils.

A descriptive research design was used in the study.

RESULTS

Reading comprehension skills of the grade six pupils in the pretest and posttest differ significantly after the implementation of the intervention program.

DISCUSSIONS

Reading comprehension skills of the grade six pupils improved in the post-test as a result of the implementation of the intervention program.

Pretest and post-test of the grade six pupils in reading differ significantly after the implementation of the intervention program.

KEYWORDS: comprehension, remediation, intervention

SUBMISSION ID: R04A-RIZALP-0387

Effects of Involvement in Extra Curricular Activities of Grade Six Pupils in Mauban South District: Basis for the Development of Pupil's Extra - Curricular Activity Program

Maria Cristina Estanislao

Abstract

INTRODUCTION

Extracurricular activities have always been seen as the avenue for pupils to showcase their talents and skills. These are essential in the holistic development of a pupil in the educative process. For this reason, this study aimed to determine the effects of involvement in extracurricular activities of Grade six pupils in the Mauban South District as a basis for the development of Pupil's Extra-Curricular Activity Program. It determined the following: (1) the demographic profile of the grade VI pupils of Mauban South District in terms of sex, age, and monthly family income; (2) the extra-curricular activities participated in by Grade VI pupils of Mauban South District; (3) the effects of pupils' involvement in extra-curricular activities in terms of ; physical development, social development, cognitive development, psychological development, and emotional development; (4) the significant difference in the evaluation made by the respondents regarding the effects of their involvement in extra-curricular activities when they are grouped according to their demographic profile; (5) the implication of the findings of this study for the development of the Pupils' Extra-curricular Activity Program.

METHODS

The study employed the descriptive type of research and purposive sampling was applied in the selection of the respondents. The study was conducted in Mauban South District which includes five (5) central and five (5) non-central schools. The research instrument used in the study was the researcher-devised questionnaire in checklist form and the statistical tools used were weighted arithmetic mean and t-test and F test or one-way ANOVA for independent samples.

RESULTS

Findings revealed that the majority of the respondents of the study are female between the ages 12-13 years old and with the lowest average monthly family income; extracurricular activities which involve sports and athletics together with community involvement have the most number of participants, while the least are those which involve music and arts; the respondents are always affected by their participation in extracurricular activities in terms of physical and social development, while they were often affected by their participation in extracurricular activities in terms of cognitive, psychological and emotional development; the sex and age of the Grade VI pupils are factors affecting their participation in extracurricular activities when it comes to their social development.

DISCUSSIONS

Based on the foregoing conclusions, the following recommendations were offered: (1) participate extensively in extracurricular activities in order for them to develop holistically; (2) implement the Pupils' Extracurricular Development Program, which is the output of the study, for the holistic development of the pupils; provide an orientation on the implementation of the output of the study which is the Pupils' Extracurricular Development Program; (4) extend the support given to their child in joining different extracurricular activities offered by the school and school district; (5) evaluate the effectiveness of output of the study.

KEYWORDS: Keywords: Effects of Extracurricular Activities, Extracurricular Activities, Pupil's Extracurricular Program, Pupils' Participation, "f

SUBMISSION ID: R04A-QUEZON-0086

2D

Effects of Journalism to the Academic Standing of Student-journalists in Secondary Schools of San Juan, Batangas

Joyce Ann Medrano, Buhaynasapa National High School

(Adviser: Edna S. Dayo, MAED)

Abstract

INTRODUCTION

Campus journalism provides platforms in which students highlight their skills in collecting data to come upon an article for school paper publication. However, as they go along with different journalism activities, time for academic ventures are being affected. The time supposed to allow in different academic works is allocated to fulfill journalism-related endeavors assigned. In some cases, the school protects the grades of the student-journalists by means of retaining it and exempting them from missed activities and examinations. In a way, they are able to balance their academic standing and journalism-related activities. As such, this study aimed at determining how journalism affects the academic standing of student-journalists in secondary schools of San Juan, Batangas. It also revealed the difficulties encountered in participating in Journalism.

METHODS

A descriptive method was used in this study with a validated questionnaire as a research instrument. The study made use of the student journalists from different secondary schools of San Juan, Batangas as respondents, obtained through purposive sampling. Before conducting the study, the researcher secured permits to authorities.

RESULTS

As revealed in the study, most of the respondents are Editors of sections such as news, features, sports, and science. Likewise, most of the respondents are student-journalists for almost four years and have participated in various contests held in the Division Level. This study further revealed that students' attendance is greatly affected by their participation in Journalism-related activities. It is evident on the generated composite mean of 2.83 interpreted as frequently encountered. Likewise, they also encountered problems during examinations, output preparation, and class discussion. It is supported by the obtained composite means of 2.75, 2.71 and 2.61, respectively.

DISCUSSIONS

Journalism has a great impact on the academic standing of every student-journalists. However, their attendance, examinations, output preparation, and class discussion are greatly affected by their participation in Journalism-related activities. Despite being unable to attend classes and submit the prescribed academic requirements, the schools are making its way to provide remediation and enrichment activities to provide them with the needed skills and knowledge required in different learning areas. As such, strengthening specialized programs for student-journalists is highly recommended.

KEYWORDS: journalism, student-journalists, academic standing, journalism-related activities

**Effects of Learning Environment to the Classroom Performance of the
Grade 10 Students in Lipa City National High School: Basis for
Improvement**

Carolina Sabido, Lipa City National High School

Abstract

INTRODUCTION
A large amount of student's time is spent sitting in a school classroom. This place is where they gain various skills deemed necessary and proper for them to achieve success in a global society. It is also in the classroom where they will gain an understanding of their place in the world and the gifts that they have to offer it. Similarly, it is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an important place in the life and growth of a student, it is important to understand the ways in which this learning environment should be structured in order to receive maximum effectiveness. This study focused on determining the effects of the learning environment to the classroom performance of grade 10 students.

METHODS
A descriptive survey method was used to determine the effects of the learning environment on the classroom performance of grade 10 students. In gathering essential data, the researcher made use of a researcher-constructed questionnaire. The data were then retrieved, tallied, statistically treated and interpreted with the use of frequency count, percentage, ranking, f-Test, correlation coefficient, and t-Test.

RESULTS
The performance of grade10 students during the periodical examination was sometimes affected by the learning environment. Most of the students acknowledged that they can answer best their periodical test when the classroom is well-ventilated and noise free. Significantly, there is considerable literature considering the effect of noise on human functioning and quite a lot of it relates to learning in noisy environments. The noise was found to have an effect on cognitive functioning often involving memory. This is the reason why most grade 10 students dislike noisy classroom environment during periodical test.

DISCUSSIONS
The physical elements of the learning environment in LCNHS have discernible effects on students' performance in terms of attendance, classroom performance and periodical examination. With this finding, it is then suggested that careful consideration and research-based decisions should be made in planning and designing the learning environment that should be provided among its students.

KEYWORDS: learning environment, classroom performance, attendance, major examination. improvement

Effects of Listening to Music on the Performance of Students in their Mathematics Test

Ofelia Bayaras

Abstract

INTRODUCTION

Most of the time, answering test in Mathematics really upset learners. The phobia fever is on in every Mathematics test. Thus, this action research was able to cure the phobia by letting the learners listen to their favorite Music while taking the test. Learners today are Music - lovers, thus made the result effective.

METHODS

This action research utilized two ways of survey namely questionnaire - based and experiment - based. This study was conducted to 169 participants, of which 84 undergone the experiment of answering tests with Music and 85 used the conventional way. The average of four quizzes given was tabulated and evaluated. Frequency and percentage distribution, mean and standard deviation were the tools used in this study.

RESULTS

It was found out that learners who answered the test with Music scored higher than those without Music. The average obtained by this group, the experimental group, as compared to the scores of the control group, the group who answered the test conventionally, were much higher than the control group. The mean score of the experimental group was 6.11 which was 2.04 higher than the mean score of 4.07 of the control group. In addition, in all the four quizzes given, the experimental group consistently got a much higher average than the control group.

DISCUSSIONS

The results gave us the conclusion that listening to Music while answering a Mathematics test was really effective in improving learners' performances. Since they enjoyed what they're doing, the more they were motivated to answer the test in Mathematics. MUSIC is used to create desired moods, enjoyment, boost energy, increase happiness, and help relaxation and focus. Furthermore, my mission as a Math Teacher shall not only be for my students to master competencies, but more importantly, for them to like what they do. For happiness begets success.

KEYWORDS: Phobia, Music - lovers, conventional, enjoyment, happiness, success

SUBMISSION ID: R04A-RIZALP-0406

Effects of Malnutrition for Poor Academic Performance in Ramirez Elementary School: Critical Contributions

Charity Rojales & Efren Vicedo

Abstract

INTRODUCTION
Effects of Malnutrition for Poor Academic Performance in Ramirez Elementary School focused on how lack of food in every pupil will affect the performance of every individual during class hours.

METHODS
Based on nutritional status, forty-one pupils found out having malnutrition.

RESULTS
Through the implementation of the feeding program, forty-one pupils are able to eat healthy foods and able to participate in their class to help to increase their academic performance. Eating healthy food will help them to have a good grade based on their performance in every grading period.

DISCUSSIONS
This study seeks answers for the level of malnutrition for poor academic performance, the nutritional status of the pupils, the effect of malnutrition on the academic performance of pupils, how malnutrition is related to the academic performance of pupils and the action to be implemented to solve the problem.

KEYWORDS: 1234567890

SUBMISSION ID: R04A-CAVITP-1491

Effects of Malnutrition for Poor Academic Performance in Ramirez Elementary School: Critical Contributions

Efren Vicedo

Abstract

INTRODUCTION
Effects of Malnutrition for Poor Academic Performance in Ramirez Elementary School focused on how lack of food in every pupil will affect the performance of every individual during class hours.

METHODS
Based on nutritional status, forty-one pupils found out having malnutrition.

RESULTS
Through the implementation of the feeding program, forty-one pupils are able to eat healthy foods and able to participate in their class to help to increase their academic performance. Eating healthy food will help them to have a good grade based on their performance in every grading period.

DISCUSSIONS
This study seeks answers for the level of malnutrition for poor academic performance, the nutritional status of the pupils, the effect of malnutrition on the academic performance of pupils, how malnutrition is related to the academic performance of pupils and the action to be implemented to solve the problem.

KEYWORDS: 1234567890

SUBMISSION ID: R04A-CAVITP-1495

Effects of Mathematical Games on students' Achievement and Attitude in Mathematics

Jean Ibanez, CAPSTEA

Abstract

INTRODUCTION
The 21st century must be prepared to face the different challenges they will experience in the future. They must be equipped with knowledge and skills in mathematics. However, most of the students find difficulty in mathematics due to its negative attitude towards this discipline. To eliminate this attitude, mathematical games are integrated into teaching this subject.

METHODS
This study used a quasi-experimental design, particularly the non-equivalent control group design with pretest and post-test and qualitative design.
This is to compare the achievement of students taught using mathematical games with another group, the control group, taught using the lecture method. To gather data achievement tests in mathematics, attitude scale test, lesson plan integrating mathematical games, classroom observation form, questionnaire, and interview are used. The participants of the study are the grade 10 students of Cupang National High School Division of Antipolo City school year 2015-2016. The data were analyzed using mean, standard deviation and t-test for dependent and independent samples.

RESULTS
The mean scores of the achievement test and attitude scale test increases after integrating the mathematical games in the teaching. There is also an increase in the control group since the teacher was teaching them. However, there is no significant difference in the pretest and posttest in the attitude scale test in the control group. There is a significant difference in the mean scores in the achievement test and attitude scale test in the experimental group.

DISCUSSIONS
The integration of mathematical games in the lesson is effective in improving the achievement and attitude of the students towards mathematics.

KEYWORDS: Mathematical Games, Achievement, Attitude in Mathematics

SUBMISSION ID: R04A-ANTIPO-0008

Effects of Native Language Usage to Second Language Acquisition among Grade Seven Students of Padre Garcia National High School

Kenneth Mangundayao, Padre Garcia National High School, Batangas Province

Abstract

INTRODUCTION

The scores of PGNHS students on English during the National Achievement Test have been decreasing for the past three school years. A new study is exploring how a person's native language affects the acquisition and understanding of their second language. The results of this study would be a great help to increase the comprehension and performance rate of students on the English subject.

METHODS

The participants are 45 Grade 7 students at Padre Garcia National High School. Researchers used random sampling on choosing their research respondents. To obtain the target, participants were presented with survey questionnaires and they were asked to put a check mark in the box that answers the questions. The first set of survey questionnaires aims to know the reasons for students having a hard time understanding the English language. The second set was then formulated to evaluate the effects of first language usage on second language acquisition. Lastly, the third set was designed to determine the strategies suggested to improve the skills of students on the English language.

RESULTS

The findings of this study show that too much reliance on our native language has been the main reason for having a hard time understanding English. In fact, 100% of the respondents stated that they often prefer to use "Filipino" rather than English. Moreover, this study pointed out that the major effect of our first language towards the usage and acceptance of our second language which amounted to 60% of all the respondents is the act of having difficulties with the diction and pronunciation of English words. Lastly, to be able to deal with this problem, 97% of the respondents got interested in switching the operating language of their mobile phones into English as well as on writing down new words that they have learned daily in a special notebook and reviewing them on a regular basis.

DISCUSSIONS

Overall, the survey findings suggest that using "Filipino" as our first dialect has a big impact on the acquisition of English which is our second language. The responses suggested that there is a big need for educators to design and formulate different programs and activities suited for the English comprehension skills of students. As what the findings suggest, students are more likely to be active in participating with the learning process if there is an engagement of modern technology. With this, qualitative investigators must conduct research regarding students' motivation to learn, accept, and use the English language.

KEYWORDS: Native language, secondary language

SUBMISSION ID: R04A-BATANP-0243

Effects of Online Games to the Academic Performance of Senior and Junior High School Students: Basis for in Developing Guidance and Intervention Program

Sanny Salapas, Teacher, Department of Education

Abstract

INTRODUCTION
Today many of us have stayed up more than once playing our favorite online computer games. Online games have many genres including casual games. Online games can range from single text-based games incorporating complex graphics and virtual worlds populated by many players simultaneously. Online games consumed at least 9 hours for teenagers playing online does have positive views as for recreational purposes, but it could also do to opposite views and be destruction instead.

METHODS
This research used descriptive-correlation method design in gathering data and information, twenty Senior and twenty Junior High School of Lusok Integrated School as respondents, it uses survey questionnaires as an instrument for data gathering, were analyzed, and interpreted by using percentage, frequency distribution, and the sample mean formula as the statistical treatment.

RESULTS
It shows that 35% of learners experienced tardiness due to online games, 29% of the had poor performance, 15% of them lost interest in school, 13% had a tendency of dropping, and 8% involved in a quarrel. The academic performance before the intervention shows that 3 respondents with the equivalent of 7.5% who were playing manifested poor performance, 18 equivalents to 45% of grades from 75-79 having Fair, while 16 equivalents of 49% of them having an average from 80-84 with Satisfactory. Three respondents with the equivalent of 7.5% having a grade from 85-89 with Very Satisfactory. After the intervention, none of them has an average of below 75. Out of forty respondents, 8 of them with 20% got an average from 75-79 with Fair, 25 of them with 62.5% got an average from 80-84 with Satisfactory, and 7 of them with 17.5% got an average from 85-89 with Very Satisfactory.

DISCUSSIONS
Academic performance after the intervention over before intervention shows that there were no learners who got an average of 75. Overall, it has an increased in learners got good grades when the intervention was implemented. Home visitation, reorientation of school policies and regulations, internet cafes© regulation, and sports programs must be emphasized to actively minimize if not eradicate the addiction of online games. Strict implementation of Barangay Ordinances must be enforced, monitor learners progress using innovated checks and accurate intervention, and provide training programs such as responsible parenting and responsible adolescents. Above all, the school guidance counselor must be interactive.

KEYWORDS: intervention, academic performance, online games.

Effects of Parental Absence as Seen From Frances Hodgson Burnett's "The Secret Garden"

Tricia Aez F. Mauhay, Master Teacher 1

(Adviser: Russel Mauhay)

Abstract

INTRODUCTION

All of us wish we'd had perfect childhoods, with a mother and father who modeled ideal parental attitudes and taught us to internalize the tenets of self-love. Many of us, however, did not." As said by Marianne Williamson, an American Writer. Parental Absence is the temporary or extended absence of one or both parents. Not everyone has experienced having parents to guide and love us. Parental absence is the temporary or extended absence of one or both parents. This absence can have an effect on the child in different ways.

METHODS

The researcher used the descriptive method which involves the manipulation of conditions for the purpose of studying the relative effects applied to the study. The information gathered from reading the novel was done through a focused and high comprehensive reading using the sense of sight or seeing.

RESULTS

The chosen novel is characterized by different descriptions of the characters. It is described by appearance, lifestyle, and status in life.
The effects of parental absence are can be seen in the novel, such as the use of aggression as a shield and being spoiled. Parental involvement is an important part of the interaction between parent and child.

DISCUSSIONS

The novel showed the effects of parental absence as that the researcher picked the most general problems; Use of aggression as a shield and being spoiled. It demonstrated the importance of parents in a child's life. The findings imply the need and importance of parental involvement to meet the needs of every aspect of development whether the psychological, social, and mental aspects of a child.

KEYWORDS: Parental Absence, Literature

SUBMISSION ID: R04A-BATANC-0022

Effects of Parental Involvement in the Academic Performance of Senior High School Students at Sampiro Integrated Senior High School

Cristine Joy M. Mercado, Rejie A. Landicho, Rica D. Ona, & Samuel J. Badillo,
Sampiro Integrated Senior High School
(Adviser: Christene Razon)

Abstract

INTRODUCTION

The level of parental involvement has significant effects on children's academic performance. In Sampiro Integrated Senior High School, one of the primary problems that the school administration encounter is unawareness of parents in their child's academic performance. Some parents thought that giving financial assistance was enough, they are unmindful that their involvement in their child's academic performance and proper guidance are the important things that affect how their child performs in school. In this study, the researchers found out that parents have a major influence on their children's achievement in school. Parental involvement has an effect on academic performance of Senior High School students in Sampiro Integrated Senior High School.

METHODS

A quantitative design was used to form a questionnaire. The respondents of this study are composed of 124, 27 parents and students from Grade 11 and 35 parents and students from Grade 12. In analyzing the data, the researchers used a statistical treatment by using the frequency-percentage formula, composite mean and weighted mean to easily measure which characteristic and effect dominated in the survey.

RESULTS

The researchers found out that the parents of students are the ones who are more interested in engaging themselves in the study habits and academic performance of their child. It is evident that most of the respondents are female and most of them are Elementary graduates, but working. The main positive effects of parental involvement on the academic performance of students were encouraging their child to strive harder in participating in different school activities and be an enthusiastic learner. The researchers ascertained that parental involvement affects the academic performance of the senior high school students through the kind of guidance and the length of attention they give.

DISCUSSIONS

Parental involvement has a special role in the academic performance of the students. It stated that parents know the primary factors in terms of time and environment which they need to engage themselves in the academic performance of their child. However, they should control the usage of gadgets of their children. Parents' involvement helps the child to become a better student. It also indicates that through the benevolence of parents in giving guidance, their child will be able to learn how to become independent and learn to socialize with others.

KEYWORDS: parental involvement, academic performance, study habits

SUBMISSION ID: R04A-BATANP-2238

Effects of Parental Migration to Intermediate Pupils of Labac Elementary School

Nerie Magpantay, Department of Education - Cuenca

Abstract

INTRODUCTION

Over the past few decades, migration-both international and internal- has increased dramatically. It presents both opportunities and challenges for societies, communities, and individuals. Children are affected by migration in all regions of the globe. In our school, intermediate pupils whose parents are working abroad, possesses a different kind of behavior that affects him, his performance in school and how he reacts in the people around him. In this study, the authors report a comprehensive account of factors affecting the children in parental migration. The goal of the researcher is to gather and analyze adequate data to better understand how migration affects societies, families and especially children left behind by their parents.

METHODS

The descriptive method had been employed to gather the needed data. The results were tabulated and computed using the most appropriate statistical tool. Ten intermediate pupils out of eighteen learners whose parents are working abroad were interviewed and provided with the Survey Questionnaire that will be the main data gathering instrument.

RESULTS

It was evident that the majority of the parents working abroad are mothers who are supposed to be at home to take care of their children, attend school activities and be present during special occasions in the life of their children. Some of the intermediate pupils do not have a fatherly image to consult with or seek advice and comfort during conflicts. Most of the problems met by the intermediate pupils whose parents are working abroad have a great impact on the pupil's performance in school and their well-being. The topmost problem is about proper caring, guidance and lacking motivation to study.

DISCUSSIONS

The results implicate the need for assistance to pupils having issues about their performance in school and well-being. In line with this, the approved action plan will be given to teachers with pupils whose parents are working abroad. It will be implemented and practiced within the school from the given timeline to bridge the gap between families of parents working abroad and their children.

SUBMISSION ID: R04A-BATANP-2145

Effects of Parents Working Abroad on the Academic Performance of their Children in Public Elementary School

Irine H. Mojica & Marleth Del Mundo, Department of Education

Abstract

INTRODUCTION

Globalization opens lots of opportunities for our society. One of these is opportunities abroad which encourage parents, resulting in leaving their children for the sake of wealthy living.

Though it greatly affects the financial state of the family, other important matters are being sacrificed like the academic performance of their children.

This motivates the researchers to conduct the research entitled " Effects of Parents Working Abroad on the Academic Performance of their Children in Public Elementary School" to find out the impact of distance from their parents to the academic performance of their children.

METHODS

The researchers used a descriptive - quantitative questionnaire. A standardized questionnaire was given to 53 respondents. Specifically, children ages 6-12 years old whose parents are working abroad in Pulo ni Sara Elementary School.

RESULTS

Based on the results of the research conducted, Ages 6-8 years with 31 respondents showed that parents working abroad have a negative impact on their academic performance;9-12 years of age having 22 respondents have a positive and negative impact with the total of 53 respondents.

40% of the respondents agreed that studying away from their parents ῀ guidance promotes independent learning and somehow enhances their meta-cognition skills. They are able to discover techniques on how they can excel in the academe without parental help.

While 60% of the respondents agreed that distance from their parents has a negative impact on their academic performance. (40% abuse the independence given to them, leading to drop outs, early pregnancy, and unreasonable absences.

While 20% of the respondents became too careless of their academic performance, which leads to academic- misbehavior' issues like cheating, fraud of documents, etc.)

DISCUSSIONS

The findings of this research conclude that there is a positive and negative impact on the academic performance of children whose parents are working abroad.

It can be concluded that during the foundation stage, it is better to have parental guidance so students can excel in the academy and complete the " readiness stage" - whether it is intellectual, social, emotional and psychological.

Furthermore, for ages 9-12, (wherein the students are on their puberty stage and experiencing an identity crisis, psychological and physiological changes), the distance away from their parents has a positive and negative impact. Thus, the effect lies on the " choices of the students" - whether they want to excel or not.

KEYWORDS: effects of parents working abroad, academic performance of pupils

SUBMISSION ID: R04A-CAVITC-0096

Effects of Peer Tutoring on the Academic Performance of Selected Grade 9 Students in Science Subject

Pelita Abellon, Department of Education - Lipa City

Abstract

INTRODUCTION

Working collaboratively with peers can enhance teamwork to achieve high academic grades (Department of Education Order no. 31, s. 2012). Peer tutoring is a topic that has received much attention in educational research. Several studies have noted the positive effect that peer tutoring can give, ranging from academic to extracurricular education services (Ching and Chang-Chen, 2009). This action research study allowed me to expand the knowledge base of peer tutoring as an instructional model to increase the academic performance of grade 9 students in Science subject in Bulacnin National High School.

METHODS

The research site was located in Bulacnin National High School, Bulacnin, Lipa City. The group consists of forty-one (43) grade 9 students. The intervention materialized during Independent/ Cooperative Learning (ICL) time for 60 minutes once a week. High performing students were paired to low performing students based on the results of students Pre-test. The effectiveness of the intervention was determined through post-test, survey questionnaire, self-reflection, and self-evaluation.

RESULTS

The result of peer tutoring promotes overall positive effects to increase the academic grades of the students. The students who participated in the peer tutoring program answered that they enjoy being taught science by their peers, but admitted that the teacher is still better in disseminating science concepts. The results of the tutors and tutees from the self-reflection and self-evaluation survey showed that peer tutoring promoted an active classroom engagement among grade 9 students in Bulacnin National High School. Students became more attentive and cooperative with group work, developed discipline and respect toward their peers. The results indicated that peer tutoring helped students to increase their grades in science and promote active engagement in the classroom. However, this study of the study was effective is not enough to conclude that peer tutoring is the source of students' improvement in totality.

DISCUSSIONS

The process of peer tutoring program claimed that through the intervention, their scores in Science were improved. They also developed positive and active engagement in classroom activities. Based on the reviews, I suggest constructing a more formal peer tutoring design during independent/cooperative learning (ICL) time. After all, the purpose of the ICL is to engage students to develop good study habits among their peers. Teachers should properly orient the selected tutors to train their tutees.

KEYWORDS: Peer Tutoring, tutor, tutee

SUBMISSION ID: R04A-LIPAC1-0121

Effects of Playing Online Games as Experienced by Tingloy Senior High School Student-Gamers

Angelica Manalo

(Adviser: Lorraine Vergara)

Abstract

INTRODUCTION
Playing online games is one of the timeliest student issues nowadays considering the world of modernization. Apparently, their involvement in playing games has various effects on their attitude, behavior, and performance may it be in their home or in school. This research aimed to identify the different online games played by students, their effects on their attitude and behavior, academic performance, and relationships with family and peers as well as the coping ways done considering such effects.

METHODS
The researcher first had a survey of all the seven sections of Grades 11 and 12 in SHS within Tingloy Central School to determine the people to be interviewed. Then, an unstructured interview was conducted to ask and gather the needed information from the interviewees. Data collected were analyzed in this descriptive research as ideas were thoroughly elaborated arriving at general themes and views. The design specifically used is phenomenological as direct experiences were the primary focus.

RESULTS
It was found out that the online games played by students were Mobile Legends, Rules of Survival, and Clash of Clans in which Mobile Legends is the most common. It was also revealed that due to playing online games, they become violent at times especially when they fail to win causing them to say curse words and other bad languages. They do not want to be disturbed while they are playing. If so, their sudden reflex or response is uncontrollable. They also experienced difficulty in participating in school: they opt not to attend class or if they were present, their focus is on the online games; they also become lazy and forgetful, thus not being able to comply with requirements on time. All of which are factors for receiving poor grades. Their relationship with their families and peers were also affected as they choose to play than being with them. To cope with the effects, they try to manage their time, allot time especially for school requirements and decide to play only during break.

DISCUSSIONS
It was clear that playing online games has a huge impact on students nowadays. Thus, there is a strong need for guidance and monitoring of their activities either in school or at home. Educational seminars and recreational activities may be conducted to prevent addiction and to further divert their attention and not fully rely on online games for entertainment. Hence, even students presently live in a modern world, it should be set in their minds that there should always be limitations.

KEYWORDS: online games, effects, coping ways, recreational activities

Effects of Power Point Presentation and Teacher Made Reading Materials on the Reading Level of Grade One

Lyziel Tanate

Abstract

INTRODUCTION

Reading determines the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Academic achievement means how much knowledge the individual has acquired from the school. Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes, phonics, and the ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independently of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

METHODS

The study focused on improving the reading level of Grade One through the use of teacher's made reading materials and power point in the reading intervention. With the use of the descriptive survey method, a diagnostic test was given to 45 pupils and the result shows that 18 of them were non-readers. The intervention program was done from 11:00 to 12:00 PM from Monday to Friday within two months.

RESULTS

The use of PowerPoint presentation and teacher made reading materials highly contributes to the improvement of the pupils' reading ability. It helps in retention of ideas for it involves the use of the senses which stimulates learning. It also developed the love and interest of the pupils in reading. The table shows that the grade one improves the reading level after attending reading remediation using a PowerPoint presentation and teacher made reading materials. The pupils' performance in both syllabic and sentence reading improved from non-reader to the reader. This implies that it is effective and advised to use on the next set of pupils needing reading assistance. This means that the use of reading remediation improves the reading level of struggling pupils.

DISCUSSIONS

It concludes that innovative techniques must be used to gain the interest of the pupils. Parents follow up is highly recommended to make the program more successful. Based on the conclusions drawn and findings of the study the researchers recommend that constantly follow up of the next reading teachers and parents of the pupil-respondents should be conducted for further development incomprehension. Likewise, further study of the same approach is suggested to concretize the effectiveness.

KEYWORDS: reading

SUBMISSION ID: R04A-RIZALP-0402

**Effects of Project Plastic on the Absenteeism of Pupils in Quisao
Elementary School**

Laarni M. Gaco, Merlinda P. Sanchez, & Rhodora A. Echague, Quisao Elementary
School

Abstract

INTRODUCTION
Education of the young is considered a vital investment in the Philippines. The government works toward improving access to quality education and training of the youth. Nevertheless, the phenomenal school dropping out reports is perennial combat that government initiatives take labor with. This study will not only benefit the pupils, teachers and the school on its goal to stop absenteeism as a solution in decreasing the Drop- Out Rate, at the same time, the community would also be able to work together in utilizing proper solid waste management system which would further help reduce waste in the environment.

METHODS
The respondents of the study were the forty-three (43) pupils from a different grade level in Quisao Elementary School. Respondents were selected purposively and identified by the researchers. A researcher made a checklist/self-devised survey questionnaire that was used in data gathering in the analysis. On the other hand, statistical tools such as frequency counts were employed to analyze and interpret data.

RESULTS
In problem no. 1, it was observed that the noted pupils were frequently absent prior to the assistance provided by the Project PLASTIC, but as soon as they received the assistance the statistics show that their absenteeism was recorded as rare occurrence only. On the other hand, the analysis in problem number 2, is a notable decrease in the number of absences of respondents before and after the implementation of Project PLASTIC. Therefore, there is a significant difference in the frequency of absences of all respondents before and after the implementation of Project PLASTIC. Lastly, the summary of the answers collected reflects that the pupil-respondents were able to come to school regularly with the help of Project PLASTIC as compared to their previous records.

DISCUSSIONS
This study adheres to DO 74, s. 2010-Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools. This Department of Education Order emphasizes the action of school to utilize the family, individual, community, and school (FICS) to identify and therefore resolved the issues of pupils-at-risk of dropping out (SARDO). The intervention used in this study which is the Project PLASTIC follows the Department's target of Education for All (EFA) 2015, and the Millennium Development Goals (MDG) 2015. This study is an answer to the Drop-Out Reduction Program (DORP) in the Public School.

KEYWORDS: Absenteeism, Assistance, Involvement, Drop-out Rate, Collaboration

SUBMISSION ID: R04A-RIZALP-0056

Effects of Project SCI-Dots (Science Competencies Increased by Defining Operationally the Terms) for Better Understanding of Science Lessons of Grade IV Pupils of Taliba Elementary School: An Action R

Elsie Noga & Marivic D. Encarnacion, Division Of Batangas, Department of Education - San Luis

Abstract

INTRODUCTION

Science is a discipline that relies heavily on students' ability to understand new terms and concepts. A strong focus on vocabulary helps students understand and communicate using appropriate terminology, and the incorporation of imagery makes learning fun. Everyday formative tests for a specific week during the second grading period revealed that only 35% or 8 out of 23 Grade IV pupils got 75%, showed mastery of the lesson. We found out that students continue to choose not to study science and find that many science terms are hard for them to understand the lesson in Science. Because of this, the school came up with a project that will help them to understand different science terms which we think will help improve the respondents learning and perception about Science.

METHODS

The descriptive survey method was used in this study. The researchers used questionnaires, observations, interviews, students' class work and other student outputs for this study. The questionnaires were administered before and after Project SCI-DOTs was implemented. Student interviews were done informally before, during, and after classes. Various studies and researches were utilized as well as the books and other references that bore significance and resemblance to the topic of this study. Data collected were tallied and interpreted.

RESULTS

Formative test in Science was conducted. It was noted that an average of 8 out of 23 pupils passed the test. It was found out that the root cause of the problem on the failure of pupils to pass the test is having difficulty in understanding the Science terms. The goal of Taliba Elementary School is to reach 75% mastery of at least 15 out 23 Grade IV Pupils through familiarization on different science terms. This goal gave birth to Project SCI-DOTs. The results implied that during the implementation of the project, more pupils perform better in the formative tests. Project SCI-DOTs is an effective way of improving the class proficiency level and constructing deep learning concepts. The result of the study was beyond our target. The class has increased proficiency level in Science formative test.

DISCUSSIONS

A strong focus on vocabulary helps students understand and communicate using appropriate terminology, and the incorporation of imagery makes learning fun. The available evidence suggests that Science teachers can help pupils in their consequential science learning by going back to basics. Enriching vocabulary by operationally defining Science terminologies is essential in ensuring that learning really takes place in every classroom situation.

KEYWORDS: Defining operationally, terminology, class proficiency

SUBMISSION ID: R04A-BATANP-1931

Effects of Project Term to Students' Mathematics Performance

Amie Liza Cuizon, Alangilan Senior High School

Abstract

INTRODUCTION
Mathematics invades all disciplines and in the past decade, there have been shifts and innovation for academic excellence in the field of mathematics. However, several types of research showed that are still students struggling in the said subject. With this, the teacher needs to understand the phenomenon and create meaningful ways on how to help the students. Thus, the concept of intervention programs could bring an effect on mathematics performance. In view hereof, this study sought to determine the effects of Project TERM (Teach Explicitly REMEDIAL MATHEMATICS) to students' mathematics performance.

METHODS
An experimental research design was utilized in this study using teacher-made tests and worksheets about basic mathematics. To ensure that the instrument will elicit correct responses from the students, it was subjected to content validation. The teacher-made test was employed before and after the experiment. While during the process of Project TERM, worksheets were utilized. The respondents of the study were 45 grade 11 students of Alangilan Senior High School who obtained 75% and below score on the pre-test.

RESULTS
Majority of the respondents achieved unsatisfactory performance in the pre-test while on the post-test majority of the respondents attained very satisfactory performance after the conduct of Project TERM. More so, the data analysis showed that there was a significant difference between the pre-test and post-test results and the project was an effective tool to enhance the students' academic performance in mathematics.

DISCUSSIONS
In the light of the findings that the project was an effective tool to improve students' mathematics performance, it can be inferred that difficulties in learning can be addressed through early and appropriate assessment plus conducting intervention activities relevant to the needs of the students. This was supported by several types of research like Sudling in 2012 who stated that every intervention relies on teachers' pedagogical content knowledge, enhancement activities and assessment of students' progress. However, other aspects like evidence-based teaching strategies and duration of the program may also be considered which may give a new direction to the results of the program.

KEYWORDS: Project TERM, mathematics performance, basic mathematics

Effects of Quiet Time to Kindergarten Pupils of Talon Elementary School

Jacquilyn Canuel

Abstract

INTRODUCTION

It's essential for everyone to have a balance of the noise that comes along with everyday life, and times for silence to relax. Most people today are bombarded with a deluge set of activities. Young children nowadays are no excuse in this busy world, with their daily activities, they become too busy to have their quiet time.

In Department of Education Order no.47, series 2016 or the Omnibus Policy in Kindergarten Education, a 10-Minute quiet time was included in the Kindergarten Class Program known as Blocks of Time.

The purpose of this research is to analyze the effects of the inclusion of the 10-minute quiet time to kindergarten pupils in their performance during the story-telling time, the routine after the quiet time

METHODS

This study is qualitative research wherein data was collected through observation on kindergarten pupils' participation in the storytelling time right after they have their 10-minute quiet time. Children's' proficiency in answering the questions after the story, their skill to retell and their ability in relating the story in their personal lives were particularly observed in this study.

RESULTS

The result showed that after a 10-minute quiet time, most pupils tend to become more focus and attentive on the storytelling activity and they become more active in participating during the storytelling discussion. Out of 50 kindergarten pupils, 85% or 42 pupils were able to answer the questions, retell and relate the story to their personal experiences.

DISCUSSIONS

Young learners are diverse and were raised differently in nature and background; they used to have a different preference in the learning environment.

Findings of this research are typically relevant only to the class being observed and may yield different results in other kindergarten class.

Providing the young learners time to have some rest after an hour and a half of studying in a class, somehow gave them a moment to regain their strength not just physically but mentally and emotionally as well.

It is very important that teachers systematically planned the lesson every day and that teachers provide students, developmentally appropriate activities that would tickle their minds, and encourage them to be actively engaged in the lesson for them to be holistically developed. There are many factors to consider in children's development in school particularly in their performance, so effective classroom management does matter a lot.

KEYWORDS: Talon Elementary School, Quiet Time, Kindergarten

SUBMISSION ID: R04A-CAVITP-0556

Effects of Reading Comprehension on Understanding Science Discipline among Grade Four Students in Lodlod Elementary School

Melody Onsa

Abstract

INTRODUCTION

Science is one of the important parts of the curriculum of basic and higher education. Therefore, it is required at all levels in Philippine Education. It allows students to explore their world and discover new things. It is an active subject that involves hands-on laboratory activities and experiments which makes it well-suited to younger learners.

METHODS

This action research employed a descriptive qualitative design in order to gather data that would answer the research questions.

RESULTS

Participants were asked, how do you feel during the Science period? (Anong nararamdaman sa tuwing oras ng science?)

Different feelings were displayed by the participants during the Science class. Some were anxious, sad because it's science time again, some were afraid that they might not understand the lesson on that particular day and some felt not interested.

During the examination, some participants said that they just answered the test paper even without reading and even if they read, they do not understand the message of the statement or question in the examination. Therefore, they just guess during the examination.

When given table activities that require reading, it was observed that student participants really encounter a hard time answering what the activity required. They had to approach their teacher so as to understand the meaning of what was asked fully

DISCUSSIONS

There are terminologies in Science that others may not understand since they are technical terms. Other than reading, the further explanation from more knowledgeable others are needed so that during recitations and examinations, it would be easier for the students to understand the meaning of the text.

KEYWORDS: reading comprehension, science, peer teaching

SUBMISSION ID: R04A-LIPAC1-0013

Effects of Reading Engagement in Action Program (REinAct) on the Reading Performance of the Readers At- Risks in Bugarin Elementary School

Are-Pee M. Castalone, Flordeliza B. Villaran, Geraldine I. Reyes, Lora Marie Nacuspag, & Marivic B. Ordonez

Abstract

INTRODUCTION

One of the problems encountered by the teachers is those non- readers and readers- at risk who cannot cope up with their daily lessons. Reading is one way to effective learning and in improving other skills. If learners can be able to read and understand what they read, they can easily adjust to the changes in the environment and adapt to new situations and learning. Reading also serves as a way to learn other things, skills and improve learning in other subjects specified in the curriculum. Reading is indeed an essential task to improve quality education.

METHODS

The researchers used a questionnaire checklist. The tool being used was divided into two parts. The first part contains the profile of the respondents in terms of age and sex. The second part is the test proper or posttest with 5 item questions.

The Philippine Informal Reading Inventory (PHIL-IRI) was utilized for pretest and posttest. The pretest/ posttest design is an experimental design was used to compare the means of two groups. The pretest is given to the respondent before the REinAct program is conducted. The experimental group underwent REinAct Program while the control group was taught based on their daily lessons. After the conduct of the program, the posttest was given. Both pretest and posttest scores were gathered and the mean was computed.

RESULTS

The findings of this study referring to the data of the respondents' profiles were identified. In terms of age, the majority of them were 8 years old and below. In terms of sex, the majority of the respondents were male. And in terms of grade level, most of the respondents were Grade 2 Readers at-risks.

Based on the findings of the study, the researchers determined that majority of the respondents who have recognized, pronounced and understood unfamiliar words or texts in terms of age was 8 years old and below, male and Grade 2 level having an interpretation of always with respect to word recognition, pronunciation, and comprehension in connection to the Extent of Reading Engagement Action Program.

DISCUSSIONS

This study primarily aimed to assess the effect of the Reading Engagement in Action Program (REinAct) on the reading performance of the readers- at-risk from grade two (2) section two (2) in Bugarin Elementary School using the Philippine Informal Reading Inventory or PHIL-IRI and if there is a significant difference in the level of performance of pupils in control and experimental groups, therefore, pre-test and posttest designs were used.

Effects of Reading Intervention Strategies for Grade 2 Students at Risk of Reading Difficulty

Lorna Narciso Vallejo, Palangue Central Elementary School

Abstract

INTRODUCTION

Reading is an essential skill in life and reading intervention can be fundamental for many students to find success and be better able to achieve in academics. With so many struggling readers with various reading difficulties, it is essential that teachers not only identify struggling readers but know the best reading intervention practices. In this research study, it is an effort to find effective practices to intervene with students who are at-risk of reading disabilities. Achievement in reading can affect success in every subject area in a child's school day as well as their future success in pursuing a career.

METHODS

A variety of reading intervention strategies seem to be effective for students. Phil IRI Phil was administered the first week of July and the results revealed that there are 26 non-readers in Grade 2. Project Always Read and Learn focuses on helping non-readers of Grade. With the supervision of the Reading warriors, advisers and parents, identified pupils were guided to read using flashcards, DOLCH Basic Sight words, Abakada and other reading materials from 3:00-4:00 PM daily.

RESULTS

The findings show that 26 non-readers were reduced to 6 after the Reading Program. Those pupils were able to read and showed a willingness to continue practice reading together with the parents' involvement. The pupils developed self-confidence and the parents appreciate their children's improvement. They submitted themselves and actively involved in the Reading Program of the School and will continue in the next school year. The need for early intervention, its best strategies and how to most appropriately utilize these strategies in the classroom is research needed to find the most effective interventions for struggling readers.

DISCUSSIONS

The results have been positive and suggest early intervention can be valuable. Early identification of at-risk students seems to be an essential part of the intervention process. This reading intervention became an avenue and opportunity to enhance their reading skills; uproot and resolve the main causes of the problem. Although using one intervention program for all students does not seem to be the best answer, it does seem that while some students can benefit greatly, others will see little results. Using a combination of interventions seems to have the best results. Efforts are still needed to help the remaining non-readers to recognize simple words and phrases to ensure that they are 100% readers before the opening of classes next school year.

KEYWORDS: INTERVENTION, READING DIFFICULTY

SUBMISSION ID: R04A-CAVITP-0311

Effects of Reading Strategies (5 Finger Retell Test and Fluency Check) for Comprehension of Grade ll to Grade IV Learners of Kabulusan Elementary School

Elenita Leonzon,Geneve B. Malimban, & Kristine G. Belando, Department of Education - Cavite

Abstract

INTRODUCTION

Every teacher has ultimately the same wish for their students. They want them to not only succeed but to excel in all areas of life. One of the ways that can facilitate this wish is to give the gift of literacy. In order to become literate, all children must increase their comprehension of what is being read to them aloud or what they are reading individually. All students learn comprehension at varying rates and need different amounts of guidance to increase comprehension. Some students need little to no help comprehending while others struggle to attend long enough to accurately restate what they have heard or read. As teachers, we strive to help individual students increase their reading comprehension.

METHODS

The descriptive observational method research design was used in the study. The objective is to discover the effects of reading strategies for comprehension of Grade II to Grade IV learners of Kabulusan ES.

RESULTS

It is very encouraging to see that both interventions helped student comprehension skills increase in all three classroom settings. Students who were given the 5 fingers retell intervention, fluency intervention, or both interventions at the same time were all able to increase their comprehension rates when listening or reading stories. These results left us with questions and thoughts about how to improve our interventions and incorporate them into our regular reading lesson times. In the next school year, we will detail our action plan of the next steps we would take with this research, and how we would alter our methods to put it into practice.

DISCUSSIONS

We worked with the students from Grade ll, lll, and IV of Kabulusan Elementary School. Data were collected to determine the effectiveness of both the 5 fingers retell and fluency check strategies that were implemented during our six-week study to improve reading comprehension. Following the six-week study period, data analysis indicated that student reading comprehension increased in all study groups. As a result of the findings of this Research Project, we will continue to implement both the 5 fingers retell and fluency check strategies in our classrooms.

Through our investigation, we found it helpful to document each student's score every week so we could look for patterns and pinpoint specific students who were struggling in the same area each week. By doing so, we could teach to each particular student the weakness they may have had so they were successful in using the 5 fingers retell.

KEYWORDS: Effects of Teaching strategies

SUBMISSION ID: R04A-CAVITP-1330

**Effects of Reading Strategies to the Comprehension Skills of Grade 11
Students of Tabaco National High School**

Jessamine Bonde, SDO Tabaco

Abstract

INTRODUCTION
This study determined the effect of reading strategies to the reading comprehension skills in English of Grade 11 students of Tabaco National High School. The level of reading comprehension skills of the control and experimental groups were tested in the pre-test and post-test along summarizing, inferring and predicting outcomes. A significant difference in the performance between the control and experimental groups in the pre-test and post-test were tested.

METHODS
This study employed the experimental method of research. The researcher used the pre-test post-test designed as a tool in data gathering. The subject of the study were the two groups of students with thirty-three (33) per group. The test is composed of thirty (30) items and distributed equally among the three variables of the study. 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, a t-test was utilized.

RESULTS
Results showed that the control group obtained a mean score of 13.79 with a 45.97% performance level while the experimental group got 13.27 mean score and a performance level of 44.23%. The variances were 2.74 and 1.32 for the control group and experimental group respectively. The data obtained at-value of 1.48 which is less than the t-critical value of 1.69 at 0.05 level of significance. This means that there is no significant difference in the performance of the two groups in reading.

After the intervention was given, the post-test was administered. The result showed that the control group obtained a mean score of 23.31 with 77.70% performance level while the experimental group got 28.57 mean score having a performance level of 88.57%. The variances were at 2.89 and 3.24 for control and experimental group respectively. The data arrived at a t-value of 7.58 which is higher than the t-critical value of 1.69 at
0.05 level of significance. This means that there is a significant difference in the performance of the two groups in reading. The intervention provided is effective in improving the reading comprehension skills of the students.

DISCUSSIONS
The school and teachers should come up with effective reading programs that will help students improve their reading skills. These projects may come as a remediation, peer tutoring and take-home reading activities. With these students will regain their love for reading and will improve their comprehension.

KEYWORDS: performance, reading, comprehension, senior high school,

SUBMISSION ID: R005-TABACO-0081

Effects of School-Based Feeding Program on the Performance of Pupils in Selected Public Elementary School in the District of Binangonan II

Lilibeth Quisquino, Department of Education

Abstract

INTRODUCTION

Education is a very important tool for everyone to succeed in life and get something different. It helps a lot in lessening the challenges of a difficult life. Knowledge gained throughout the education period enables each and every individual confident about their life. It opens various doors to the opportunities of achieving better prospects in life so promotes career growth. Better education is very necessary for all to go ahead in life and achieve success. It develops confidence and helps to build the personality of a person. School education plays a great role in everyone's life.

METHODS

The descriptive method of research utilizing test questions was used in the study. Descriptive research involves the description, recording, analysis and interpretation of the present nature, composition or processes of phenomena which focuses on prevailing conditions, or how a person, group or thing behaves or functions in the present. It often involves some type of comparison or contrast.

RESULTS

The teachers and pupils' perceptions are interpreted as always manifested which means that they perceive positive effects. The teacher's perception among the aspects are as follows; participation in school activities, task achievements, pupils' motivation while for the pupils, task achievements and participation in school activities are on top, followed by pupils' motivation. As to academic performance, most of the pupils fall in the grade range of 80-84, interpreted as Satisfactory. Lastly, the hypothesis on the significant relationship between the extent of the effects of school-based feeding program and the pupils' academic performance is accepted across all aspects

DISCUSSIONS

Almost all personal characteristics are not determinants of teachers' perception of the level of effectiveness of the feeding program on the learning performance of the pupils however the length of service is determinant since the teacher's lengthy stay on the service makes them experts on different tasks and students' output. Most of the personal characteristics of pupils do not have a bearing on their perceived effects of feeding program on their level of performance however their age has bearing because the older pupils are more responsible than the younger when they are given tasks. The feeding program has no direct bearing on the academic performance of the pupils.

KEYWORDS: FEEDING

SUBMISSION ID: R04A-RIZALP-0115

Effects of School-based Management On-line Reporting System on Efficiency as Perceived by Teachers and Level of Practice as Assessed by Schools Division Office

John Lou S. Lucenario, San Jose NHS, Priscilla V. Jose, Rod1A District, &
Leandro D. Matocinos, San Jose Litex SHS

Abstract

INTRODUCTION
Despite government and international organizations' efforts to implement School-based Management (SBM) to decentralize decision-making empowering teachers, parents, and communities to be responsible for the development and learning of their children. Throughout these years of implementation still, schools are facing challenges like inefficient reporting system, lacking proper program documentation, weak community-initiated projects, less decision-making involvement and evaluations, inefficient annual development plans and property inventories of all resources, poor monitoring and evaluation, and less faculty support. Hence, the online reporting system is the call of the time to address these quick changes and demands conceptualizing the SBM Online Management System (SBMORS) and having it implemented.

METHODS
This study utilized a qualitative descriptive method by knowing the effect of SBMORS on efficiency as perceived by teachers and its effect on the SBM level of practice as assessed by the School Division Office. Whereas, the researcher through the SBM team took advantage of Google Forms and Drives to facilitate the online reporting system. This is in tandem with the 6-hour teaching and 2 hours other teaching-related functions of teachers as stipulated in Magna Carta of Public-School Teachers, Civil Service Memorandum and Department of Education orders. Thus, to facilitative the monitoring and retrieval of reports, SBMORS was utilized.

RESULTS
After two (2) years of SBMORS implementation, the researchers found that there was a positive effect on efficiency having an average of 3.93 as teachers' perception. Moreover, in terms of the SBM level of practice, it was found that there was a positive increase of 0.75 yielding to a recent rating of 1.95 as measured by SDO Rizal, making SJNHS categorized as Maturing Level (Level II).

DISCUSSIONS
In addition, this positive increase yielded to other school benchmarking of SBM best practice, Gawad Patnugot Division 2nd Best SBM implementer and PBB category as a BETTER school. Thus, SBMORS is an effective intervention to promote system efficiency.

KEYWORDS: School-based Management, Online Reporting, Efficiency, Level of Practice

**Effects of Shifting of Classes on the Academic Performance of Grade Six
Learners in San Antonio Elementary School: Basis for Intervention Program**

Emelda Malolos, Mary Jane Quimsing, & Mechel Negrite, Department of
Education - Batangas

Abstract

INTRODUCTION
Education is really important in every child's life thus the Department of Education -rdered public schools to accept all the enrollees of all ages to adhere to the government policy "Education for All". Increased enrollment equals to classroom shortage. To avert classroom shortage and accommodate all the enrollees the school decided to implement class shifting, thus the researchers studied the effects of class shifting to the academic performance of each learner in the higher level of Elementary education. The researchers noticed the effects of class shifting in terms of individual performance, competition and selection of honors. In this study, the researchers also witnessed the different strategies, preparation of instructional materials, and teaching styles that are suited to the learners and well- established leadership in the implementation of the shifting of classes.

METHODS
This research employed a quantitative method. It involved the collection of data based on the result of the First to Third Grading Period. The researchers used purposive sampling which is to study a particular group of learners that will test the validation of the research. The researchers gathered the data through individual report card, list of current and previous winning competition, and record of honor pupils from previous grade year level to determine the changes.

RESULTS
The researchers defined the difficulties encountered by teachers such as 1.) Performance of each learner based on the Individual Report Card 2.) Competition 3.) Selection of honors. The researchers compared the individual report card to the School Form 5 if there is a disparity in relation to grades. In rapports of competition, the school performed less this year. In the selection of honors, the researchers observed the last year grades of the top ten pupils and matched it on the current year, some of them hard to attain the set grades of high honors. This means that Class Shifting significantly affects the academic performance of Grade Six learners.

DISCUSSIONS
The results display absolute effects. The researchers give some of the following intervention programs such as; a.) Study habit program b.) Intensive communication to parents c.) Remedial teaching of floating teachers d.) Pupils' training and workshop e.) Forming school clubs f.) More SLAC training for teachers g.) Time management and priority setting, and h.) Applying all pedagogical approaches, it is to help teachers and pupils to achieve better academic performance while undergoing class shifting.

KEYWORDS: avert, disparity, purposive sampling

Effects of Singapore's Model Method on the Mathematical Problem-Solving Skills of Select Grade 3 Students in Sico Elementary School, Division of Lipa City, S.Y. 2017-2018

Jelly Baroja, Sico ES/Division of Lipa City

Abstract

INTRODUCTION

Word problem-solving is an area of difficulty and frustration for a considerable number of students. It is a challenging area for those students performing low in Mathematics. In response, teachers are finding ways to make word problem-solving easier by trying out new techniques and teaching methods which would make students interested and engaged. In this regard, there are plenty of teaching methods and strategies that the teachers could use like Singapore's Model Method, also known as "bar modeling". In this study, the researcher exposed and examined the effects of Singapore's Model Method on the mathematical problem-solving skills of select students.

METHODS

A descriptive-quantitative research design was used. The respondents were selected purposely. Twelve grade 3 students in Sico Elementary School, S.Y. 2017-2018 who performed below grade-level expectations in Mathematics were the respondents. A 40-item researcher- made pre-test was given to measure the problem-solving skills of the respondents. A researcher-designed teaching intervention was delivered to address the needs of the respondents. A post-test was given after the intervention to measure the effectiveness of bar modeling. The data collected were tabulated, analyzed and interpreted using selected statistical tools.

RESULTS

Based on the data collected, Singapore's Model Method provided students a more concrete method in comprehending and solving word problems to surpass their language difficulties. By drawing out what they have read, they created a concrete visual application of the problem. This helped them to manipulate the numbers more effectively. There is a 7.16 increase in the test mean from 11.92 in the pre-test to 19.08 during the post-test. Additionally, the pre-test MPS is 29.79 while the post-test MPS is 47.71. The results marked an increase of 60.07% and 60.15% in the mean and MPS respectively. Thus, the researcher proved that Singapore's Model Method is an effective strategy in increasing elementary students' comprehension and ability to use cognitive strategies in solving math word problems.

DISCUSSIONS

The results verified previous researches on Singapore's Model Method. Moreover, this study provides evidence that bar modeling is also effective outside of the Singaporean education system, with children who have never used the method previously. To sum up, all these data and analysis obviously display us that Singapore's Model Method has a positive effect on student's mathematical problem-solving skills.

KEYWORDS: bar model drawing, mathematical problem-solving skills, Singapore's Model Method

SUBMISSION ID: R04A-LIPAC1-0066

**Effects of Special Program in the Arts Dance on Social Learning Behavior
of High School Students**

Sally Ibarra

(Adviser: Nelly Bien)

Abstract

INTRODUCTION
Recognizing the need to develop the potential of artistically inclined students, the Department of Education -aunched the Special Program in the Arts (SPA) in the year 2000. The Implementing Guidelines for the Enhanced Basic Education Act of 2013 described this program as "Programs for the Gifted and Talented". This study determined the effects of the SPA- Dance on the students' social learning behaviors involving self, family, peers, and school.

METHODS
This descriptive research utilized the quantitative-qualitative type of investigation involving 10 Grade 8 students of the SPA- Dance 10 Grade 8 for the School Year 2016-2017 applying enumeration sampling technique. The researcher personally administered the researcher-made questionnaire-checklist comprised of social learning behavior concerning self, family, friends/peers and school, utilizing a four-point Likert scale consisted of: always (4), often (3), sometimes (2), and not at all (1).

RESULTS
The students' social learning behavior prior to enrolment in the SPA-Dance indicated an often practice of the majority of all parameters. Significantly, the family was ranked the highest among the four (4) parameters. However, self was rated the lowest. After two years in the SPA Class, students' social learning behavior towards self, family, friends/peers and school was rated often in which the family was ranked first, followed by school, self and friends being the least. The low result involving friends/peers implied that SPA students have shown less friend dependency.

DISCUSSIONS
From the data and findings gathered, it can be concluded that the students of SPA - Dance are individuals who possess healthy and positive social behavior even before they were enrolled in the program. With the program, their positive traits were enhanced. However, there are still some areas that can be improved. This can be done through a Leadership Enrichment Training Program (LETP) that can be may be recommended as an intervention to improve the weaknesses, and enhance the strengths of the students of SPA-Dance.

KEYWORDS: learning behavior, gifted student, special program of the arts

SUBMISSION ID: R005-LEGAZP-0006

Effects of Sports Activities on Pupils Behavior in Banjo Laurel Elementary

Vima Atienza

Abstract

INTRODUCTION

Sports play an important role in educating students as it teaches them to become strong from inside and also develop a fit and sound body. Day to day practice in sports can help students imbibe leadership skills. Qualities like tolerance, patience, and tips to handle pressure are well taught by sports. When pupils are physically fit, they will achieve more academically. It develops as the use of friendliness among children and develops their spirit. Sports help children mental and physical toughness. It also improves blood circulation and their physical wellbeing.

METHODS

The researcher used the Physical Fitness Test in identifying the pupils who are inclined to sports. The teacher motivates all the athlete by giving words of encouragement to achieve our target through persistence, patience, and good attitude towards sports. Constant practice makes perfect and with the help of the parents, we hit the target. Physical benefits among wellbeing can help improve pupil's performance.

RESULTS

Based on the initiative of the parents and sports enthusiast we join the STCAA to represent or school in football and track and field events. The data shows that playing sports can motivate and help pupils with their confidence as they engage in friendly competition from new friends with a new group of children. Sports and Physical Education are the best for children to have a healthy lifestyle.

DISCUSSIONS

Football or soccer is a team sport played with a spherical ball between two teams of eleven players, wherein the year 2016- 2017 our players in Banjo Laurel Elementary School Compete in STCAA. With this regard, in sports practice is important to develop skills and habits that will translate into a great performance so our pupils did.

KEYWORDS: sport, attitudes

**Effects of Statistical Software Package on the Knowledge Retention of
Fourth Year Students in Statistics**

Richard Tuala, Department of Education, Siniloan Integrated NHS

Abstract

INTRODUCTION
Information and Communication Technology (ICT) is now considered part of everyday living. It started when educators realized its importance in classroom settings. Thus, most of the teachers these days make an effort to utilize ICT as a medium to facilitate learning. This study assessed the effect of Statistical Software Package on students' knowledge retention in Statistics. Likewise, the respondents' learning habits and attitudes towards Statistics; the use and extent of difficulties in using Statistical Software Packages were also considered.

METHODS
The study utilized the descriptive correlational method of research. The respondents of this study were determined through the universal sampling technique. The researcher used the questionnaire method to gather information from the respondents. It was supplemented by documents to assess the respondent's performance during the class and after a year as they finish the course and unstructured interview for more in-depth analysis. The following statistical tools were used to analyze the gathered data: frequency, percentage, rank, weighted mean, descriptive measure, and Spearman Rank Correlation.

RESULTS
Almost all of the respondents understand their responsibility and aware of their tasks in the course and ensure that they are able to accomplish it on the allotted time given but they have the anxiety of the subject that hinders them in acquiring the full details of the lesson tackled. And still, they bear confidence in doing the subject and show eagerness in learning Statistics. Moreover, the students were at a certain extent of difficulty in performing varied statistical computations using a statistical software package even though they are the 21st-century learner and known to be computer natives. Likewise, the respondents manifest poor knowledge retention in Statistics. However, their poor knowledge retention in Statistics could not be associated with the utilization of statistical software packages and even in their difficulties of using it.

DISCUSSIONS
The results establish that the respondents' level of knowledge retention was not related to the use of Statistical Software Package. Furthermore, self-eagerness to learn or personal motivation may consider in order for them to realize the importance of the subject which may lead to the essence of learning. No matter how advanced the technology, Statistics or even other disciplines still requires a unique teaching methodology to help each student grasp its concepts easily.

KEYWORDS: Knowledge Retention, ICT in Teaching

Effects of Stress on the Academic Performance of Grade 12 Students

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Integrated National High School

(Adviser: Fatima Caro)

Abstract

INTRODUCTION

The National Statistics Office reported that mental health illness is the most common form of disability in our country. The record also shows that the youth has a high number of cases of mental health. On June 21, 2018, President Rodrigo Duterte has signed the Republic Act 11036 or the mental health law which would provide affordable and accessible services for the Filipinos. As the day goes by, it is not rare for the adolescence students to be involved and experienced the stress which happened to be common on this generation. The Southville 1 Integrated National High Students especially the G12 students are also involved in these current issues. In this study, we explored the stress level of G12 student's related to their academic performance.

METHODS

A causal method design was used to determine the effect of stress on the academic performance of Grade 12 students. To determine the respondents of the study, Slovin's formula and stratified random sampling were used. Out of 190 Grade 12 students, 130 were selected as the respondents of the study. The researchers used a survey questionnaire consists of 2 parts: stress level and level of academic performance. Weighted mean was also used to determine the stress level of the Grade 12 students while Chi-square was used to determine the effect of stress on their academic performance.

RESULTS

The stress level of G12 students in terms of acute, episodic acute and chronic stress has an interpretation of "high extent". As for acute and chronic stress, there is a significant effect on class performance. While episodic acute stress, there is a significant effect on attendance and class performance. Therefore, stress has a significant effect on the academic performance of Grade 12 students. The study also revealed that the H.E students experienced stress in doing projects, recitation and taking quizzes. While for the GAS students, they experienced stress in concentrating a single lesson, when they don't meet the expectations and they are not good at speaking English. Meanwhile, the EIM students admit that they don't feel stress in Science subjects and for the STEM students they were not easily irritated when they find difficulties in English/Filipino subjects.

DISCUSSIONS

The results imply that stress affects the academic performance of Grade 12 students. The researchers made an infographic brochure to raise awareness on how to manage the different stress experienced by the students.

SUBMISSION ID: R04A-CABUYA-0016

Effects of Teacher's Teaching Style on Students' Motivation and Responses in Learning K-12 Science Curriculum

Jennylyn Micosa, Tanauan North Central School

Abstract

INTRODUCTION
The success in the development of learning in the classroom depends largely on the teachers' factors which mainly involved varied strategies, instructional materials, and motivation styles. Even though there's a lot of factors' affecting learning it has been geared towards the effect of teacher's motivating style. The researcher comes into realization this kind of study that will surely help the teaching and learning process in the K-12 science curriculum.

METHODS
A descriptive-survey method of research was used. The researcher used questionnaires, observations, interviews, students' class work and other student outputs for this study.

RESULTS
The study revealed that there were lots of motivating factors that can effectively motivate them in learning science like for example; Attitude of the science teacher itself as well as of the pupils as well, the eagerness on participating is another type, homework and assignments can be a motivating factor as well, and lastly the grades that can be a reward system equivalent to their work.

DISCUSSIONS
The pupils were greatly affected by the teachers teaching methods. Teachers will not dominate the learning experience instead it will effectively augment learning through their varied strategies, motivation skills for learning modern Science concepts and skills through the pleasure resulting from mastery of the subject.

KEYWORDS: Motivation, Learning styles, Strategies, Attitude

**Effects of Text Messaging to the Spelling Ability of Grade 7 and 8 Students
at Sampiro Integrated Senior High School**

Glen Bert S. Arellano, Jenny S. Morales, & Karren G. Garcia, Sampiro Integrated
Senior High School
(Adviser: Christene Razon)

Abstract

INTRODUCTION
Texting adds to peoples' laziness when it comes to writing. It's an alarming fact that the popularity of text messaging among students has become increasingly marked. The researchers discovered that text messaging really affects the spelling skills of the students in making simple sentences correctly by using the shorthand method of writing.

METHODS
In determining the effects of text messaging on the spelling ability of the respondents, the quantitative research design was used to form a questionnaire. By using the Rao soft formula, the researchers come up with a total number of 148 respondents. In the three (3) sections of Grade 7, the researchers got 78 respondents and 70 from the two (2) sections of Grade 8. In connection with the descriptive method, a survey questionnaire and wordbook were used to determine the effects of text messaging on the spelling ability of Grade 7 and 8 students at Sampiro Integrated Senior High School.

RESULTS
Out of 148 respondents, the researchers found out that aged 12-13 years old are the premier users of mobile phones for the reason that it became their habit and served as their happy pills. Most of them are using a mobile phone within 7-8 hours. As a result, when the researchers got the weighted average of the respondents in English in the first semester, most of them got a weighted average of 73-76, meaning they indeed took longer time in using their cellphones. Simply texting their family/ loved ones and listening to music are their foremost reason for using a mobile phone. The researchers found out that text messaging has a really negative effect on the student's writing skills for they are always using the short-hand method in writing and it resulted in poor spelling ability.

DISCUSSIONS
Based on the calculated result, the use of cellular phones affects student's spelling and grammar proficiency negatively, as evident from their usage of abbreviated words. Text language often confuse the learners to write the correct spelling of the words leading to usually misspelled words, produced worse assignments and incorrect usage of subject-verb agreement.

KEYWORDS: text messaging, spelling ability, short-hand method of writing

SUBMISSION ID: R04A-BATANP-2236

Effects of the Integration of Technology in Teaching and Learning Mathematical Concept among G-10 Talisay

Adelfo Morillo, Department of Education

Abstract

INTRODUCTION

The problem addressed in this study was the positive effects of technology integration in teaching mathematical concepts and in attitudes and learning of the students.

The effect of technology on students' interest in learning the mathematics of Grade-10 Talisay was investigated. Pre and post-student assessment surveys, the student has written comments, and teacher observations were used to record changes for learning mathematics during the first quarter of the school year 2017-2018.

METHODS

The research is based on the survey questionnaire design. This survey is used to establish opinions of respondents about a particular issue on the effect of integration of technology in teaching and learning mathematical concepts.

One of the sections of the Grade 10 class of GFLMNHS was respondents in this study. They composed of 46 students from G- 10 Talisay class. This section was handled by the researcher and at the same time his advisory class. This section was divided into two sets of categories. The first set was composed of students without the integration of technology in teaching and learning math during the first rating period of chapter1. The second set was composed of the same students with the integration of technology in teaching and learning Math with the same rating period in the next chapter. To gather pertinent data, the researcher used questionnaire, observation, and interview on how the technology integration affected their learning.

RESULTS

Comparisons between the Pre and Post results based on the implementation of numeracy assessment tool with an integration of technology in teaching math and without the integration of technology.

DISCUSSIONS

The results demonstrate the effect of teaching that involved the integration of technology and without the integration of technology with regards to the learning outcomes of the learners. Multiple activities, games, and puzzles were required for the success of the innovation designed.

KEYWORDS: technology integration, pertinent data, innovative

SUBMISSION ID: R04A-BATANP-2093

Effects of the Laboratory Canteen Management Practices to Hands-On Skills and Health Awareness of Students in San Antonio National High School

Arcadio Descallar, Department Of Education, Division Of Quezon

Abstract

INTRODUCTION
In the Revised Implementing Guidelines on the Operation and Management of School Canteen in Public Elementary and Secondary Schools, the Department of Education -aunched the Department of Education Order No. 8, series of 2007. The primary purpose of the program is for the school canteen to help eliminate malnutrition among pupils/students besides the program's intention of using the school canteen as a venue for the development of desirable eating habits of pupils/students.

METHODS
This study employed a combination of the descriptive methods of research to determine the level of mastery of Hands-on Skills and level of Health Awareness as affected by the laboratory canteen management practices. Responses of the respondents were gathered, tabulated, and interpreted using appropriate statistical tools. Respondents were one hundred fifty (150) third-year students (64 male and 86 female) of San Antonio National High School, San Antonio, Quezon.

RESULTS
The study found out that the mean perception of the respondents in laboratory school canteen facilities yielded a composite mean of
4.0. Among the hand - on - skills of the students, indicator number one got the highest weighted mean of 4.2 wherein it ensures the full participation of the students in planning, purchasing, handling, and preparation of safe and nutritious foods. The perception of the students regarding health awareness was interpreted as aware. And regarding health awareness of the students, understands the value of proper hygiene.

DISCUSSIONS
TLE teachers should provide extra activities (video presentations and actual observations) that will improve the hands-on skills and upgrade the level of health awareness of the students. There should be regular and rigid monitoring of the laboratory canteen by the supervisors from the division office and local health officers to ensure that the operation is in accordance with the existing rules and regulations of laboratory canteen operations.

KEYWORDS: Canteen management, Hands-On Skills, Health Awareness

**Effects of the Research Subject in the Higher Order Thinking Skills of
Senior High School Students in St. Bridget College-Batangas**

Jhoanna Marie B. Vergara, Kristine Anne A. Festijo, & Thereze Madellaine D.
Malaluan
(Adviser: Lander Joseph Ilagan)

Abstract

INTRODUCTION
Higher Order Thinking Skills are associated with ability, speed, and effectiveness in learning. It is a requisite in problem-solving as in the case of research writing. In this study, the researchers intend to evaluate higher order thinking skills of St. Bridget College senior high school students.

METHODS
Descriptive research was used. A self-made questionnaire validated by a technical expert was administered to 75 students identified through stratified random sampling. Data were analyzed using descriptive statistics.

RESULTS
Results show that students acquired applying skills from daily activities and analyzing skills from research subjects while creating skills were enhanced by research activities. Researching develops higher order thinking skills among students.

DISCUSSIONS
Results indicate that problem solving as employed in research investigations enhances applying, analyzing, evaluating, and creating skills of students. Awareness of the skills and goals of research writing may further facilitate the development of creative and cognitive abilities.

KEYWORDS: HOTS, research, cognitive

SUBMISSION ID: R04A-BATANC-0458

Effects of the School Facilities on the Behavior and Academic Performance of the Intermediate Pupils in Doña Maria Laurel Platon Memorial School

Conchita Laurel, Department of Education

Abstract

INTRODUCTION

Citizens who care about the achievement of the students in school expect safe and healthy school facilities which are important factors to quality education. Careful planning and decision-making must be conducted when integrating safety and health for an effective school design, maintenance of old school facilities, and construction of new ones to ensure a conducive learning environment.

METHODS

The Descriptive Method of research was utilized by the researcher to record the responses of the respondents using questionnaires as the primary tool for gathering data. The respondents of the study were pupils from the intermediate level with grades ranking from average to below average level. The results of the GWA were gathered through their Form138 for the School Year 2016-2017 and the succeeding School Year 2017-2018.

RESULTS

Quantitative data showed a significant relationship between the academic performance of the respondents as shown in their Form 138 for the School Year 2017-2018 with variables such as canteen, classroom, reading corner, ICT laboratory, covered court, ground landscaping, and comfort room. The positive behaviors of the respondents as well as academic performance correlates with the improvement of the school facilities at Doña Maria Laurel Platon Memorial School.

DISCUSSIONS

Given that Department of Education is the primary provider of school facilities, internal and external stakeholders should also actively participate in designing a safe and healthy environment conducive to learning. The importance of school environments is substantial evidence that it could be difficult for students to make an effort to concentrate their attention on developing academic patterns and digesting the academic materials which are being presented without meeting basic needs.

KEYWORDS: education

SUBMISSION ID: R04A-BATANP-1130

Effects of the Strategic Intervention Material (SIM) on the Academic Achievement in Science of Grade 5 Pupils in Senator Maria Kalaw Katigbak Memorial School

Marie Antonette Fabaliña

Abstract

INTRODUCTION

"Rich countries are science-rich and poor countries are science-poor." This statement was made by Dr. Frank Tui, the companion of Senator Emmanuel Pelaez, the author of the Science Act of 1958. It is a truism that children are the most precious gifts from heaven. These young people deserve careful attention. The Philippine government is primarily concerned with the enhancement of science education. Most of pupils get low scores in their quizzes and summative tests. These results urged the researcher to find ways to improve the quality of instruction of Science through the utilization of SIM and assess its effectiveness. Study on this subject calls for active participation of the students in learning the concepts and principles of Science specifically those least mastered skills. The inductive techniques through hands-on activities lead to a deeper understanding of the subject matter. The researcher found the study to be very relevant in uplifting the learning competency level of the pupils in the subject. The need for a functional intervention in Science specifically in grade five seems to be more urgent now due to the current thrust of the government on quality education.

METHODS

There were 60 respondents who were from two intact sections serving as the experimental and control groups. The experimental group utilized strategic intervention material while control group was exposed to traditional approach of teaching. A Pre- Test was taken by the respondents to acquire the information to be compared. The researcher subsequently conducted classes with the respondents utilizing strategic intervention material for the experimental group while the traditional approach was utilized for the control group tackling the determined least-mastered skills.

RESULTS

Grade five pupils of School Year 2016- 2017 performed poorly in the least-mastered skills in Science and Health. Pupils performed better after the teacher had utilized strategic intervention material. The conventional approach can also help improve the academic performance of pupils in Science and Health.

DISCUSSIONS

Based on the results of the study, the use of strategic intervention materials in attaining high performance of pupils in science 5 is very effective. The researcher was encouraged to continue using and developing other strategic intervention materials to enhance her pupils' performance while achieving the mastery level of competencies of poor/slow learners.

KEYWORDS: Strategic Intervention Materials Science and Health instruction

SUBMISSION ID: R04A-LIPAC1-0060

Effects of the Strategic Intervention Materials (SIM) of Academic Achievement in Mathematics of Grade 6 Pupils in Bagumbayan Elementary School

Maria Linda Opulencia

Abstract

INTRODUCTION
The K-12 basic education aims to erase the poor academic achievement of students in the different subject areas. However, different assessments, especially in Math, still show poor performance among pupils. This implies that there is a missing ingredient in teaching and handling Math lessons. The low performance was due to the ineffectiveness and incongruity of teaching strategies and instructional materials employed in teaching the lesson. Several teaching strategies and instructional materials were utilized to meet the learning style and needs of the students. The researcher introduced Strategic Intervention Materials (SIM) as strategy in teaching Math lessons. Strategic Intervention Materials are instructional materials meant to teach concepts and skills. Materials are given to students to help them master a competency-based skill which they were not able to develop during regular classroom instruction.

METHODS
The study made use of quasi-experimental design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when you have access to one experimental group (Vockel 2014). This design was used by the researcher because the subjects of the students were an intact group of Grade Six Math class pupils in Bagumbayan Elementary School. The study confirms the effectiveness of using Strategic Intervention Materials in Math and inspiring educators to promote utilization of Strategic Intervention Materials in teaching.

RESULTS
Competency level of pupils in pre-test showed significant difference after using Strategic Intervention Materials-based strategies in teaching. Researcher identified the least-mastered skill in Math 6 is Subtraction of Simple Fractions and Mixed Numbers with Regrouping. Proposed action plan presented the objectives to be achieved with various activities that could enhance the performance of Grade Six pupils in Math.

DISCUSSIONS
The result demonstrates the use of pre-test and post-test in assessing the performance of the pupils. The better performance is attributed to the utilization of SIM that made students gain significantly learning and improving their performance.

KEYWORDS: Strategic instructional materials, math instruction

**Effects of Using Computer-Based Electronic Games (E-Games) in
Mathematics Instruction as Correlates in the Academic Performance of
Grade 8 Students in Kaylaway National High School**

Katherine Sobrepeña, Department of Education - Kaylaway National High School

Abstract

INTRODUCTION
One of the greatest challenges facing educators today is engaging a wide and diverse group of students. Electronic games or E-games offer a medium for students to explore and evaluate information in a fun and interactive way particularly in Mathematics. Learning Mathematics presents various challenges for many children. Electronic games have the potential of addressing these challenges. E-games have been widely used to promote children's Mathematics achievement in various domains including problem-solving and algebra skills, strategic and reasoning abilities, critical geometry skills, and arithmetic procedures (Moreno & Duran, 2014).

METHODS
This study utilized experimental design specifically the Pretest Posttest Research Design. The study involved the Grade 8 students of Kaylaway National High School. The researcher constructed a 50-item multiple choice test based on a table of specification. The test was conducted to Grade 8 students. After the administration of the test, it was item analyzed. This will determined the discrimination power and the index of difficulty of the test item.

RESULTS
The performance of the two groups of respondents based on their pretest score were almost the same. Most of the respondents got failing scores in their pretest. The two respondents improved their level of performance during the posttest. However, the experimental group improved better than the control group after using the E-games in their lesson in Mathematics. There is a significant difference between the performances of the two groups as to the results of their pretest and posttest. There is a significant difference in the post-test performance of the two groups of respondents. The design reinforcement program is prepared by the researcher to enhance the academic performance of students in Mathematics using E-games.

DISCUSSIONS
Mathematics teachers should adapt the importance of using electronic games nowadays for the improvement of their teaching performance and for the enhancement of learning process among their students. Teachers teaching Mathematics are encouraged to make more electronic games for them to use in their daily teaching of Mathematics. Teachers should adapt and reinforce electronic games. Similar studies should be conducted on the use of electronic games to further strengthen the findings of the study. The reinforcement program should be implemented to help students improve their performance in Mathematics using electronic games.

KEYWORDS: E-games, effects, performance, Mathematics, students

**Effects of Using Intrinsic Motivation in Improving the Grade Five Pupils'
Achievement in Gaudencio B. Lontok Memorial School**

Raquel Medrano

Abstract

INTRODUCTION
Learning how to solve problems in mathematics is knowing what to look for. Math problems often require established procedures and knowing what procedure to apply. To create procedures, you have to be familiar with the problem situation and be able to collect the appropriate information, identify a strategy or strategies, and use the strategy appropriately.

Problem-solving requires practice. When deciding on methods or procedures to use to solve problems, the first thing you will do is look for clues which is one of the most important skills in solving problems in Mathematics. If you begin to solve problems by looking for clue words, you will find that these words often indicate an operation.

METHODS
The researcher used the descriptive method. Perhaps their superficial similarities have obscured their difference. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator. This research design is the most suitable research method to employ so as to assess the usage of intrinsic motivation strategy and level of achievement and at the same time determine if significant relationship will exists between the variables.

RESULTS
There are 15 pupils who attained average scores or 60% of the respondents. There are 9 pupils who attained below average scores or 36% of the respondents. It can be inferred that their academic achievement has a composite mean of 80.56 and a verbal interpretation of average level. The achievement level is 80.5600 with a standard deviation of 2.91662 and standard error mean of .58332. The motivation level is 2.6350 with a standard deviation of .76806 and standard error mean of .2488.

DISCUSSIONS
The performance level of the respondents is low. Results prove that there are pupils who really love to work on their activities while some do not. The achievement level of the respondents is proficient. They performed well to get hold of those grades and passed the subjects for the whole school year. Using motivational techniques in class and the achievement level itself have no correlation. It deals only on how the pupils commit with the subject. An action plan was proposed to increase pupils' academic achievement in class and decrease their negative attitude toward the subject. It is not only a teacher-centered proposal but student-centered as well.

KEYWORDS: empirical data, Problem-solving, Intrinsic Motivation

Effects of Using Modules in the Performance of Grade 7 Technology and Livelihood Education (TLE) Students in Jose Lopez Manzano National High School in Tuy, Batangas

Roselle Rivera, Department of Education

Abstract

INTRODUCTION
Technology and Livelihood Education is one of the learning areas of the K to 12 curriculum used in the Philippine secondary schools. It focused on the learning of some livelihood skills so that the students may be equipped to start household enterprise with family members. Using media, facilities, equipment, as well as the interest of the students in the integration of technological devices will help them to be equipped with the knowledge, understanding, skills, attitudes and appreciation that will make them effective and efficient.

METHODS
This study utilized the experimental design specifically the Pretest Posttest Controlled Research Design. The respondents of the study were the twenty-five (25) controlled group and twenty-five (25) experimental group. The two groups of respondents were chosen carefully through randomization procedure from the population of Grade 7 students of Jose Lopez Manzano National High school based on the said criteria of the researcher.

RESULTS
The major findings of this research are the following: (1) Most of the respondents were on their required age level, equal distribution of male and female and grades in the first grading period were utilized in this study; (2) initially, the groups reveal a more or less the same information of the topics as shown in the pre-test performance. They performed "better" in the post-test after they underwent the teaching-learning process; (3) there was significant difference in the post-test performance of the two groups showed that not every change is effective; (4) there was significant difference in the post-test performance of the experimental group when they are grouped according to their profile variables; and (5) the proposed reinforcement program was designed by the researcher to enhance the performance of the students in TLE.

DISCUSSIONS
The modules should be used by teachers teaching the same subject to the student whether they are male or female, young or old. Teachers are encouraged to develop with their own modules in TLE and fit them to the maturity of their students. Similar studies should be conducted on the use of the modules to further strengthen the findings. Teachers teaching TLE particularly Cookery are encouraged to make modules other than the topics in the study. These provide varied learning experience and make teaching and learning enjoyable, interesting and also serve as reinforcement to the lesson. Implementation of the proposed reinforcement program designed by the researcher to enhance the performance of students in TLE is highly recommended.

KEYWORDS: Effects, Module, Technology and Livelihood education, Students, Performance

Effects of Using Multimedia in Teaching Filipino Subjects in Selected Public Secondary Schools in San Juan District

Imelda Amazona

Abstract

INTRODUCTION

Our society has entered the era that is far beyond the traditional way of living. In our endeavor to face different challenges caused by the never ending changes driven by technology, a high quality of education will still be the answer to cope with these changes and to attain success and development that every individual dreams for the future. In education, we believe that no teaching material can replace a good teacher, but it cannot be denied that a good teacher uses appropriate teaching materials for effective teaching-learning process. In this study, the researcher wants to know the effects of using multimedia in teaching Filipino.

METHODS

This study is a Qualitative-Descriptive Research. Forty-one teachers teaching Filipino in selected public secondary schools in San Juan district participated in this study as respondents. The questionnaire has three parts. The first part is about the kind of multimedia the respondents are using in teaching Filipino. The second part is the perceptions of the respondents in using multimedia in teaching Filipino. And the third part are the effects of using multimedia in teaching Filipino.

RESULTS

The results of the study showed that most of the respondents were using multimedia. In the effects of using multimedia in teaching Filipino, it showed that: In motivation, all the indicators were rated "Agree' by the respondents except indicator no. 5. The ability of the students were evaluated by getting the lowest weighted mean. In Discussion, the study showed that all the indicators were rated "Agree" by the respondents. In Evaluation, all the indicators were rated "Agree" by the respondents except items no. 1. The students can freely give conclusions and no. 6 ability, measured based on mind alertness, got the lowest weighted mean. It also showed that there was no significant relationship between the perceptions of the respondents and effects of the use of multimedia based on motivation— also based in discussion and evaluation.

DISCUSSIONS

The results of this study demonstrates that teachers teaching Filipino must continue employing multimedia in instruction. The experienced teachers must learn how to use multimedia and be innovative enough to cope with the advancements in education. School administrators must make effective and comprehensive plans that will be implemented in school. The San Juan local government, as well as the Department of Education, must allot enough budget to be used in the effective teaching aids that will be used in public schools.

KEYWORDS: Multimedia, Filipino, San Juan

SUBMISSION ID: R04A-BATANP-0884

Effects of Utilizing Science Videos in Teaching Grade 3 - Mapagbigay using MTB-MLE as Medium: Inputs to Increase the Mastery Level of Learners

Mylene Caparas, Department of Education

Abstract

INTRODUCTION

Many pupils in the elementary level have a short span of interest. They listen for a while but, as the class discussion goes on, their interest is diverted to other things such as talking to a seatmate, sketching on their notebooks, looking outside the window and the likes. The traditional way of presenting the lesson contributes to the boredom of children which results in low performance in class (Hobbs, 2006).

In order to solve this problem, the Department of Education is now improving the quality of education among primary grades through Department of Education Order 74, dated July 2009 which states "Institutionalized Mother Tongue-Based Multilingual Education as a fundamental educational policy and program" that will promote better learning capabilities of pupils to further understand the lessons through video presentations. This study focuses on the great effects of multimedia to the lives of the learners.

METHODS

This study will focus on the effects of utilizing Science video in teaching Grade 3 - Mapagbigay using MTB-MLE as medium to increase the mastery level of learners for the school year 2016-2017. It is composed of 40 pupils facilitated by the researcher. Pre-test was given to the pupils before any Science video was used, after which, the lessons were discussed. Post-test followed. T-test or one-paired sample was used to determine the significant difference.

RESULTS

The following are the results of the study: (1) The pre-test result was very low as indicated by a mean score of 3.225; (2) there was a huge increase in the result of the post-test having a mean score of 15.6750; (3) there is a significant difference in the pre-test and post test results as evidenced in the computed t-value of 18.005; and (4) the Science video intervention material used by the researcher was found effective in increasing the mastery level of pupils.

DISCUSSIONS

Pre-test scores has a very low mean of 3.2250 as compared to post test scores which has a mean of 15.6750. Likewise, standard deviation has a higher rate in the post test than the pre-test. It only implies that the use of Science videos in presenting the lesson contribute to better learning of pupils and can increase their mastery level. There is a significant difference in the result of pre-test and post-test scores of the pupils since the p-value is .000 at t-value of 18.005. There is a great difference in the mean scores of the learners. Perhaps using the Science video increases the interest and enthusiasm of the learners.

KEYWORDS: Science video, teaching, medium, mastery, learners

SUBMISSION ID: R04A-SANPAB-0044

Effects of Video Clips on the Grade III Pupils' Academic Performance in Science of Bolo Elementary School: A Basis for a Media- Based Teaching and Learning Model

Merly Martinez, Department of Education - Bauan West District

Abstract

INTRODUCTION
The streamlining of the Science subject displays the need to explore other teaching approaches that would enhance and facilitate understanding and acquisition of Science concepts. It is also necessary to put into consideration that all aspects of the school are centered to the pupils, not on the teaching style preference of the teachers but of the clientele. It is then perceived that the teaching method employed by the teachers in the field may not be appropriate to the teaching style preference on these digital native learners. This study investigates the effects of the video clips' integration to the academic achievement in Science of Grade 3 pupils of Bolo Elementary School.

METHODS
This study used Non-Equivalence Posttest Quasi-Experimental Design. In the Non-Equivalence Posttest Design, the experimental group taught using the conventional method of teaching with integration of video clips as instructional strategy. The control group was taught using conventional method of teaching without integration of video clips. The two groups recited in their classes at the same time with the same lessons taught. A researcher-designed achievement test was administered in both groups after recital of their classes. The appropriate statistical tools were used to treat the data for analysis

RESULTS
The statistical results of the pre and posttest of the control and experimental group shows that the positive impact of using multimedia was evident on teaching the subject and proves that using video clips in teaching the subject is an effective means of reaching a better learning. It is observed that the development of the academic achievement for the experimental group is greater than that of the control group. This stresses the effective use of multimedia in presenting lessons in the subject.

DISCUSSIONS
The findings show that media-based technique that uses video helps pupils to improve their comprehension and memory of a topic being studied. Pupils showed changes in attitude and more interest toward Science subjects and most of them did master the targeted basic concepts of Science which is a concrete evidence that the said strategy would be of great help for the pupils as well as the teachers.

KEYWORDS: science, video clips, learning models

**Effects of Watching SPG Programs to the Social Relationship of the
Selected Grade 10 Students of Camp Vicente Lim Integrated School**

Krystel Jane B. Magno, Camp Vicente Lim Integrated School

(Adviser: Emma C. Oña)

Abstract

INTRODUCTION
There has been a worldwide revolution in the perception of the values in recent years involving the changes in the way people think and act. The communication media hub played and continues to play a major role in the process of social change as they reflect new attitudes and lifestyle. Often, one becomes curious of what he watched.

As stated by Al Nathaison (1998), "Television viewing is associated with aggression, a "desensitization" to violence, and increased fear. Given that children's exposure to television is too inevitable, parents may wonder what they can do to protect their children from experiencing these and other negative effects."

METHODS
The study used the Descriptive Technique Design to obtain information that would help analyze and describe the data. The method design used by the researchers was facilitated through quantitative and qualitative analysis of the respondent's insights about the study.

RESULTS
As teenagers and students who are involved in this kind of activity, one must control temptations because it may lead to something that one will regret. In this study, the researchers found that some of the Grade 10 students are watching SPG programs most of the time. On the other hand, most of the students are watching during their free time. There are students who are just influenced by their friends to watch these certain kinds of programs. It means that there are still some of the parents who are not doing their responsibility as guardians of their children. It is because of their job or that their time is too invested in their businesses. On the other hand, children always believe that they can do anything that they want, choose their own path and decide on their own because they think that they have this kind of freedom which kept them from doing wrong things. As a result, it could ruin lives and make the, more miserable just by watching these inappropriate programs.

DISCUSSIONS
Social media has had a great impact towards society. Especially to those teens and children who are easily influenced by their friends. The most common reason why they watch these kinds of programs is because of curiosity. They wonder why these things happen and what their effects are to human beings. Some of it may sound negative, but it has positive effects such as improving one's intellectual curiosity, growth awareness, and sex awareness. The researcher has proven that the youth is still the hope of our country.

KEYWORDS: worldwide revolution, perception, temptation, SPG programs, invested, Desensitization, inappropriate, curiosity, curiosity

Effects of Web 2.0 on Students' Achievement and Attitude Towards ICT

Lerma O. Furio & Mildred Dj. Par, Department of Education

Abstract

INTRODUCTION
As the quality of learning becomes diverse, effective teaching must also bring various strategies in the classroom to discover more effective approaches that would bring better results. Kolb's (1984) "Experiential Theory," as stated by McLeod (2013), proves to be an effective strategy for learning since "learning is a process, in which knowledge is created through the transformation of experience." In ICT, there is high level of innovation thus, it involves a high level of knowledge or skills transfer. Therefore, an ICT teacher should assess the effectivity of his/her instructional strategy.

METHODS
To find out the effects of Web 2.0 Instruction in selected topics in ICT, a Quasi-Experimental Pretest Posttest Control Group Design was used. The groups were matched using their grades in ICT in the second grading period. The difference between the mean scores were factored in along with utilizing the T-test to determine the effectiveness of the treatment. As for the instrument of the study, a 100-item, validated teacher-made test was administered for pretest and posttest to both groups to determine the effect of the experiment. The statistical analysis of data included the computation of the mean, standard deviation, and test of significance.

RESULTS
There was a significant difference between the mean scores of the students subjected to Web 2.0 instruction and those of the conventional method of teaching. It can be concluded that Web 2.0 instruction was effective. The difference in the mean attitude of the students in the experimental and control groups after the teaching was highly significant when pretest and posttest were compared. There is a significant difference in the mean scores of the two groups.

DISCUSSIONS
The results demonstrate the effectiveness of Web 2.0 instruction in teaching. It is recommended that teachers use this approach to help the students appreciate the subject and improve attitude towards ICT or in any subject. The school may use Web 2.0 approach in delivering the lessons as method of teaching.

KEYWORDS: Web 2.0, ICT, virtual learning environment, classroom assessment

Effects of Whole Brain Teaching on Mathematics Achievement of Grade 8 Students

Raisa Sontillano, General Emilio Aguinaldo National High School, Division of Imus City

Abstract

INTRODUCTION
Poor classroom strategies and instruction have always been one of the many problems of the Department of Education. Recommendations from brain research might be a solution to this problem. Hence, this action research investigated the use of Whole Brain Teaching (WBT) and whether this method will have positive effects on students' achievement in Mathematics 8.

METHODS
Quasi-experimental, specifically Pretest Posttest Design with a control group was used in the study. The design compared the experimental groups taught using WBT method with the control groups taught using conventional teaching methods in light of three major phases: (1) pretest was given to two experimental and two control groups; (2) the teacher taught the two experimental groups using WBT method while the two control groups were taught using conventional teaching method; and (3) posttest was given to the two experimental and two control groups after the topics were discussed. Achievement was measured using a 30-item test taken from the periodical tests during the School Year 2013 to 2015.

RESULTS
The results revealed that Whole Brain Teaching and conventional teaching method are both effective. However, the findings indicate that there was a greater retention of the topics learned among the students taught using Whole Brain Teaching method for both higher and heterogeneous classes than the students taught via conventional teaching method. Hence, Whole Brain Teaching method can boost learning among students of any class. The findings also showed that students learned better using Whole Brain Teaching Method than conventional teaching method. Thus, Whole Brain Teaching has positive effects on achievement of Grade 8 students in Mathematics.

DISCUSSIONS
Conventional teaching method can be used regularly with integration of WBT techniques as these methods are both effective in increasing the Mathematics achievement of the students. However, the study proves that WBT method does improve the achievement of the students more than the conventional teaching method. School administrators should provide the teachers different seminars on teaching pedagogy like Whole Brain Teaching that could enhance the teaching and learning process. Similar studies can be conducted in the elementary and tertiary levels, in other subjects, as well as in other variables to further prove the effectiveness of Whole Brain Teaching Method.

SUBMISSION ID: R04A-IMUSC1-0055

Effects on Intensive Home Visitation through "Pasok Ko, Karunungan Ko"

Loreta Casil

Abstract

INTRODUCTION

Going to school regularly is chronically important for a student's education and social skills. Chronically absent students are disadvantaged both socially and academically. They miss out on critical stages of social interaction and development with their peers while simultaneously limiting their academic progress. This action research is delimited on the improvement of daily attendance of the students. The recipient of this study are 30 identified absentee pupils from Kinder to Grade VI level of Pong-on Elementary School with low participation in attendance and performance in all subjects.

METHODS

The Descriptive Method was used in this research since all students who need immediate attention were picked. Analysis of respondents to be selected was done based on the causes that emerged during the data triangulation. This action research used the description methods. Data collection was based on students and their participation rating for the Second Quarter. Three sources of data were used to generate viable target respondents for appropriate action. Their daily attendance or Form 2 was used as basis for their attendance. The general average of the First and Second Quarters and interviews during home visitation were utilized to supply authentic reasons for their actions or inactions. These data were triangulated and confirmed as primary causes of their problems.

RESULTS

Based on the findings and results, there was an increase and improvement of pupils' attendance as their participation in the class was observed. Through the Pasok Ko, Karunungan Ko Program, the pupils learned to understand the value of education and their dreams of a better future was developed. The researcher recommends to all parents to continue their support and that they become aware of their children's performance. They believe that education is the only way to have a better future.

DISCUSSIONS

The results demonstrate the effects of intensive home visitation through "Pasok ko, Karunungan ko Program" which increase the participation rating of the students after the intervention. Having the belief that absenteeism is an alarming problem for administrators, teachers, parents, and society in general, the researcher designed this intervention to increase attendance level of students in school.

KEYWORDS: home visitation

SUBMISSION ID: R013-SURSUR-0011

Efficacy and Leadership Practices of Public Elementary School Teachers in North District, Division of Lipa City

Apple Jane C. Mailig, Department of Education

Abstract

INTRODUCTION

Among the manpower needs of all educational institutions, the teachers are the most indispensable for they perform the greatest and foremost roles in the education of children (Abraham, 2011). The alarming result of the National Achievement Test (NAT) to Grade 3, Grade 6, and Year 2/Year 4 students showed that Filipino learner's NAT Mean Percentage Score (MPS) has improved over the eight-year period (SY 2005-2006 to 2012-2013) but has not yet reached the 75 percent MPS target for Philippine EFA. As of SY 2012-2013, elementary level NAT is 6.12 percentage points away from target. This situation demands an investigation on some of the teacher's personal and professional qualities of which teacher efficacy and leadership practices are part and parcel.

METHODS

The Descriptive Method of research was employed with the use of questionnaire as the main instrument in gathering data. This research focused on the leadership practices and efficacy of 171 public elementary school teachers in North District, Division of Lipa City for A.Y. 2016-2017. The efficacy of teachers was determined as to their commitment, innovativeness, creativeness, and motivation while the teachers' leadership practices covered their school activities with reference to instruction, co-curricular activities, extracurricular activities, and community participation. Likewise, the challenges faced by the teachers regarding their leadership practices and efficacy were also examined.

RESULTS

The teachers manifest high level of efficacy in terms of commitment, innovativeness, creativeness, and motivation. The respondents' leadership practices manifest greatly in the performance of functions related to instruction, co-curricular activities, extra-curricular activities, and community participation. There is a significant relationship between the teachers' manifested efficacy and leadership practices. The more common challenges teachers encounter in relation to leadership and efficacy are motivating and stimulating pupils' interest, insufficient school resources in the implementation of curriculum activities, and time-management issues. Thus, a plan of action was proposed to strengthen the leadership practices and efficacy of teachers.

DISCUSSIONS

The results show the need for teachers to be more innovative especially in motivating pupils. A proposed action plan to strengthen further the teachers' leadership practices and efficacy also should be presented to authorities for review and appropriate action.

KEYWORDS: teachers' efficacy, leadership practices

SUBMISSION ID: R04A-LIPAC1-0067

Efficacy and Performance of Grade 8 Science Teachers, Division of Catanduanes

Jorge Victor Sales, Department of Education - Catanduanes

Abstract

INTRODUCTION
Science Education in the Philippines is ranked 76th out of 137 countries reflecting an alarming state of the quality of instruction students receive. It has been investigated in the past that performance of students lies heavily on teacher factors. However, most studies fail to formally evaluate what misconceptions teachers may have taught and factors affecting performance in teaching. This study focuses on teaching efficacy and knowledge on Laws of Motion.

METHODS
The study measured the efficacy and determined its relationship to the performance of Grade 8 Science teachers in the Division of Catanduanes through a Correlational and Causal Comparative Research. Respondents of the research are the Grade 8 Science Teachers of the public secondary schools in the Division of Catanduanes during the School Year 2015 - 2016. The tool used in this study were the Force Concept Inventory (FCI) and the Teaching Self Efficacy Scale (TSES). The tools were already validated to be culture- and gender-unbiased.

RESULTS
The study concluded that a typical Grade 8 Science teacher in the Division is an experienced female teacher with a Bachelor's Degree. Teaching efficacy of the teachers is above average. Respondents have low performance on force concepts. Efficacy does not contribute to the level of performance of the respondents. Efficacy among females is significantly higher than males. Sex, experience, and highest educational attainment don't guarantee a better level of performance and understanding on Force Concepts. Most of the teacher respondents have a great amount of non-comprehension on Force Concepts regarding motion and factors that affect motion.

DISCUSSIONS
Results emphasize the importance of enrichment needed by the teachers on Classical Mechanics as reflected on the results of the FCI. It also reflects that while teachers have high efficacy ratings among themselves, it creates a false sense of affirmation on the correctness of the content of their lesson, hence increasing the chance of teaching misconceptions among students. However, it is recommended that the tool for measuring teaching efficacy be translated to the local language in order to improve the reliability of the tool and remove cultural biases. Aside from the responses on the tall, it is recommended to ask for a qualitative response to their choices on each item. Department of Education and teacher education institutions should consider their professional improvement policies for Science specialists.

KEYWORDS: FCI, TSES, Teaching, Efficacy, Science, Misconceptions, Self-Efficacy, Performance

SUBMISSION ID: R005-CATAND-0000

Efficacy Assessment of Pedagogical Delivery of Junior High School Teachers in Two-Shift Classes

Genie Fe Ellar, Department of Education - Dr. Juan A. Pastor Memorial National High School

Abstract

INTRODUCTION
The Code of Ethics for professional teachers states in Article IV, Section 1 that every teacher shall actively help insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling. The statement reveals that whatever the circumstances, the teacher shall teach with enthusiasm and pride. On the other hand, many of the public schools in the country use double-shifting schedule to accommodate all the students. By principle, every teacher is expected to deliver quality education through efficient delivery of instruction regardless of how congested the schedule is due to shifting of classes. Given this context, the current study aims to determine the efficacy of instructional delivery of junior high school teachers across disciplines in two-shift schedule at Dr. Juan A. Pastor Memorial National High School. The current scenario of junior high school teachers in their preparation of instructional plans and materials, facilitation of instructions, management of learning environment, and assessment of learning outcomes have manifest variance in the effectiveness of their classroom delivery.

METHODS
Using the Mixed Method Approach of research, the findings reveal that two-shift schedule diversely affect the assessment of learning outcomes according to the schedule of class shift.

RESULTS
The results suggest that the schedule has constructive impact on the efficacy of instructional delivery as related to the performance of the teachers.

DISCUSSIONS
Nevertheless, this research serves as reflective reference among the junior high school teachers to constantly re-evaluate their instructional performance to substantially deliver their respective classroom instructions.

KEYWORDS: Classroom Instruction, Double-Shit Schedule, Pedagogy, Assessment

Efficacy of Mother Tongue-Based Instruction and the Relationship on the Academic Achievement in Mathematics: The Case of Primary Pupils of Kaypaaba Elementary School

Glendalyn Santiago, Department of Education - Cavite

Abstract

INTRODUCTION
In K to 12 curriculum, the mother tongue is being utilized by the teachers in their teaching for it has a goal of a multilingual, multi- literate, and critically-thinking Filipinos. Students from kindergarten to Grade 3 are expected to use their first language in the core subjects of the curriculum. In general, the purpose of mother tongue is to develop appropriate cognitive and reasoning skills among the children by letting them express themselves through the language they are fluent in. In Math, mother tongue is used to familiarize students with terms and to teach the process in a manner they can comprehend. Mother Tongue is used in major subjects like Math. Most teachers say that it is a helpful tool to teach the process appropriate for solving mathematical equations. Whether it will help or hinder, for students to understand more the lesson taught and how they view the effectivity of Mother Tongue-Based Instruction.

METHODS
The study was conducted to evaluate the efficacy of Mother Tongue-Based Instruction and its relationship on the academic achievement of primary school pupils of Kaypaaba Elementary School in the Municipality of Gen. E. Aguinaldo. Pretest Posttest Experimental Design was applied in the study using teacher-made tests. The lesson plan used is the Mother Tongue-Based Instruction in the experimental group and English-Based Instruction in the control group.

RESULTS
Findings revealed that during pretest and posttest, both the experimental and control groups have significant differences. This implies that Mother Tongue-Based Instruction has a positive impact in the academic achievement in Mathematics. They indicated that their learning outcomes are more beneficial, effective, and enjoyable compared to English-Based Instruction.

DISCUSSIONS
In view of the above findings and conclusions, the following recommendations were offered: For pupils' better academic achievement and positive development in Mathematics, Mother Tongue-Based Instruction should be used. The study should be replicated in other subjects and in intermediate levels. Teachers should be encouraged to teach in their own dialect so that pupils can understand the lesson well and they can both express themselves freely.

KEYWORDS: Mother Tongue Based Instruction

SUBMISSION ID: R04A-CAVITP-0188

Efficacy of Reading Buddy Program in Improving the Reading Attitude and Comprehension of Grade Seven Students under Frustration Level in Lucsuhin National High School S. Y. 2017-2018

Marie Cris Mirabona & Maria Cristina V. Causaren

Abstract

INTRODUCTION
The Reading Buddy Program was designed to improve the reading interest and comprehension of Grade Seven students under frustration level in Lucsuhin National High School, implemented in the period from October 2017 to January of 2018. In this program, students under frustration level paired with students under independent level. The reading teacher supervised the process of the program through Teacher's Metric Log.

METHODS
This research is a quantitative design in which numerical analysis of data is used.

RESULTS
After thorough and intensive intervention in reading, the result showed that there is a significant difference between pretest and posttest in the parallel program.

DISCUSSIONS
The study was implemented to both the experimental group of ten students under frustration level and ten randomly selected grade seven students under independent level. The grade seven students who were part of RB program were assigned to a buddy and spent time reading books.

KEYWORDS: Efficacy of Reading Buddy Program

Efficiency of Note-Taking Skills of Students Using Mobile Phones

Greg Sangalang, Department of Education

Abstract

INTRODUCTION
The primary objective of the study is to determine the efficiency of note-taking skills of students using mobile phones and its effects on academic performance. Many school teachers today do not allow use of mobile devices inside their classrooms, but there are also growing numbers who have established the necessary ground rules for their use and made smartphones an integral part of their classroom. There are clear evidences from recent studies that many students feel that they are enjoying educational benefits from the use of their smartphones. They rely mostly on their devices to keep them organized. They often find creative ways to employ these features in their school work, both at home and in school. Because of these reasons, this study was conducted with a primary objective of identifying the efficiency of note-taking skills of students using mobile phones and its effect on the academic performance of the students.

METHODS
A Multiple Methods Design was used. Two sections of Senior High School students were tested using an adapted questionnaire to measure the validity of data. The total number of respondents is 70; 35 students in the controlled group and 35 students for the experimental group. Tabulating the scores of their performance tasks and periodic examinations was also conducted with data collected through quantitative analysis using the SPSS.

RESULTS
All of the students who answered the adaptive questionnaire brought their cellphones with note-taking capability in school. Teachers also agreed that students should be allowed to use cellphones during class. The result also showed that the computed scores from the performance tasks and periodic examination was interpreted as outstanding. Therefore, the use of mobile phones with note-taking capability is efficient and has a positive effect on the academic performance of students.

DISCUSSIONS
The results of this study demonstrate the need to review the cellphone policy of the school and take into consideration the use of cellphones with proper instruction during class hours. Also, it is recommended to draft/create a policy or guidelines regarding the use of cellphones in the teaching-learning process. Lastly, the school administrators should conduct further study on the effect of cellphone on the academic performance covering large number of respondents, or other study using Junior High School students as respondents.

KEYWORDS: note-taking skills, mobile phones, academic performance

Efficient Use of Time through Adaptation of Technology Advances in the Field of Education by Utilizing Online Quarterly Examination

Mariel Castillo & Marianne Kristine Rayala, Santa Rosa Science and Technology High School

Abstract

INTRODUCTION
Quarterly examination is an essential part of teaching-learning process used as assessment tool every quarter by every student. From the preparation of the said examination and analysis of the results consumes the teacher's time aside from the regular teaching loads and responsibilities. This study aims to realize the efficiency of adaptation of technological advances through utilization of online quarterly examination.

METHODS
The researcher used Google Drive as a medium for the online quarterly test. The quarterly examination was disseminated and administered to all Grade 12 students of Santa Rosa Science and Technology High School during the 1st Quarterly Examination SY 2018-2019. Procedures, experiences, and time spent in all six (6) phases of the online quarterly examination were discussed.

RESULTS
Results showed that the time spent in utilizing online examination saved the teacher a total of eight and a half (8.5) hours. Immense time was saved during the duplication, checking, and analyzation of the results. Advantages of the online quarterly examination focuses on time, cost efficiency, and accuracy while the disadvantages highlight the weakness of the school facilities related to Information and Communication Technology.

DISCUSSIONS
Overall, online quarterly examination served to be an efficient means of technology adaptation. Thus, it is recommended to be used again and be shared to colleagues through trainings leading to 21st Century Teaching and Learning experience for both teachers and students.

KEYWORDS: Online Examination, Assessment Analysis, Social Media Platform for Examination

Effort and Motivation of Technical-Vocational and Livelihood Students of Emiliano Tria Tirona Memorial National High School: A Basis for Academic Intervention Program

Alysa Joy G. Fundano, Bernadeth M. Caloste, &Johoney T. Tionson, Department of Education - ETTMNHS

Abstract

INTRODUCTION

The research aims to investigate the effort and motivation of the Technical-Vocational and Livelihood students of Emiliano Tria Tirona Memorial National High School. In this study, the researchers focused on the Bread and Pastry, Hairdressing, and Housekeeping students. Effort and motivation of technical-vocational and livelihood students' needs to be investigated in order to help the teachers introduce appropriate interventions to help the students achieve their goals.

METHODS

A validated questionnaire composing of twenty-seven questions was used to determine the efforts and motivation of the student-respondents. The researchers used cluster sampling in the selection of their respondents. Twelve respondents each were selected from Bread and Pastry, Hair Dressing, and Housekeeping strands of the TVL track.

RESULTS

The data collected revealed that the Technical-Vocational and Livelihood students exert effort in and are highly motivated towards their studies. The Bread and Pastry and Hair Dressing students appeared to be exerting effort towards their studies most of the time, with a mean of 3.58 and 3.55. Housekeeping students always exert effort gaining a mean score of 4.23. When it comes to their motivation, the Bread and Pastry and Housekeeping students are the most highly-motivated with a mean of 4.34 and 4.68, respectively. Hair Dressing students are motivated with a mean of 4.20.

DISCUSSIONS

Findings of this study reveal that although it was reported that TVL students have a higher rate of dropping out of school (as compared to those enrolled in the academic track), students are still motivated and are perceived to exert efforts in their academics. This implies that an investigation on the factors as to why students from the TVL track are more likely to drop out should be conducted.

KEYWORDS: motivation, effort, academic intervention program, technical-vocational and livelihood

SUBMISSION ID: R04A-CAVITP-1088

E-Games as a Tool in Enriching Mathematics Literacy and Numeracy Skills of Diverse Grade 5 Pupils at Sto. Tomas South Central School/San Pedro ES

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Department of Education - Sto. Tomas South

Abstract

INTRODUCTION
E-games or electronic games are games that employ electronics to create an interactive system in which players can play. A mathematical game is a game with rules, strategies, and outcomes defined by clear mathematical parameters (Encyclopedia). This study is primarily focused on the level of mathematical literacy and numeracy of Grade Five pupils of San Pedro Elementary School as basis for strategy and instructional material design.

METHODS
The study employed Experimental-Evaluative type of research wherein it assessed the level of mathematics literacy and numeracy of pupils using E-games and assessment tools. Pre- and post-oral numeracy assessment tools were utilized. First and Second Quarter grades were used as basis for effectiveness of implementation of E-games. One hundred ninety-two (192) pupil-respondents participated in the study.

RESULTS
Findings showed that there was a remarkable achievement in the First Quarter grades. Second Quarter average grades increased at very satisfactory levels of achievement in the Grade Five pupils' performance in the utilization of the developed Math E-games by San Pedro Elementary School Math teachers. Results also reveal that there is a significant relationship between the level of literacy, numeracy, and academic performance of pupils.

DISCUSSIONS
The primary objective of this research is the measurement of the range of interest and learning styles of the current generation. In this study, the researchers examined the academic performance of the pupils during the First Semester. Researchers then utilized E-games as teaching strategy for Math teachers to improve the mathematical literacy and numeracy of Grade Five pupils.

The best practices enrich literacy and numeracy skills of the pupils as well as enhance love for Mathematics through the utilization of Mathematics E-games. To sum up the results, there is a significant and very satisfactory increase in the level of achievement among Grade Five pupils' performance in the utilization of the developed Math E-games of the San Pedro Elementary School Math teachers.

KEYWORDS: E-games, Oral Numeracy Assessment Tool, Academic Performance

E-Games: A Technology-Based Instruction Scheme in Improving Numeracy Skills of Emergent Numerates of Grade I-Malvar at Bawi Elementary School

Kris Glory, Bawi Elementary School

Abstract

INTRODUCTION

Teaching Mathematics is viewed as unappealing, unconnected with the interests and experiences of most of the students. Many students find learning mathematics difficult and do not enjoy studying Mathematics. Teachers also encounter difficulties in teaching the said subject. With the present scenario and reality in the Department of Education classrooms, with teachers facilitating more than 50 pupils in a classroom, an alternative method has been conceptualized.

METHODS

This study utilized Experimental Research Design which examined the phenomenon of numeracy skills among emergent pupils once electronic games were employed during instruction. There were two groups: the controlled experimental group underwent E-game remediation scheme applying technology-based numeracy assessment while the uncontrolled/traditional group did not undergo any technology-based remedial teaching. The research experiment was run for one week. The researcher used the following data gathering tool: a teacher-researcher numeracy assessment tool which was developed, validated, and modified. These test questionnaires underwent peer and expert validation. The data gathering procedures such as remediation assessment implementation were conducted to gather emergent readers' numeracy test results. In terms of analyzing the significant difference between test scores, the T-test treatment of data was utilized.

RESULTS

Based on the results of the study, the most common numeracy problem manifested by the pupils were simple addition, simple subtraction of one-digit and two-digit numbers, and unfamiliarity with numbers. Analyzing simple number sentence was the main reason why pupils have poor numeracy performance levels. The use of electronic games in teaching numeracy showed marked improvement on the pupils' performance.

DISCUSSIONS

Teachers should take turns using the school's media technologies so that every group of pupils is given a chance to improve their competencies. School heads and teachers must consistently maintain their current status of working together for the common goal of enhancing pupils' varied competencies by all means possible. Future researchers may conduct studies which may be similar to or related to this current study to determine whether similar or different findings may result from their studies at another time and place.

KEYWORDS: e-games, numeracy skills, technology-based instruction

SUBMISSION ID: R04A-BATANP-0305

E-Games: Tool for Improving Academic Performance in Mathematics 8

Clarence Paul Famarin, Department of Education - Malapad Na Parang National
High School

Abstract

INTRODUCTION
Using technology as an aid in teaching and learning mathematics has become more prevalent with the accessibility of computers and other devices which supplements delivery of instruction. Over the last decade, a great re-emphasis has been given to integrating Information and Communication Technology (ICT) into the Mathematics classroom to help motivate students in the process of learning mathematical concepts to be used in real-life problem-solving activities. Technology is providing a new perspective in learning Mathematics. With the development of educational technology, teaching methods and strategies have begun to change. Alternative models of teaching with technology have surfaced to better sustain the interest of today's digital generation in the classroom.

METHODS
The study focused primarily on the assessment of E-Games used in teaching Mathematics 8 in Malapad na Parang National High School during the Third Grading Period of SY 2018-2019. Pretest and Posttest results were compared to see if there was any improvement in the performance of learners. A questionnaire was also administered to assess the effects of E-Games to the learners' performance and how it is utilized as a supplementary tool in learning Math concepts.

RESULTS
The posttest result was 4.17 percent higher than the pretest result which implies that there is a great increase in the performance of the class. Moreover, the results of the assessment of E-Games show that effects on the students' performance were evident. On the other hand, utilizing E-Games as a supplementary tool in learning Math concepts was deemed highly evident.

DISCUSSIONS
The results had shown positive effects of the E-Games in improving the academic performance of students in Mathematics 8. Moreover, the tool was considered a new development to improve motivation, interest, and active participation of students in Mathematics class.

KEYWORDS: e-games, math games, computer-game in math

SUBMISSION ID: R04A-BATANP-0472

E-Idol: The Impact of Positive Reinforcement on Being "Makatao" of Junior High School Students

Charlotte C. Mengullo, Gloria Ana Elena F. Mange, Joana Marie M. Tapic, Lezette P. Endozo, Maria Fe D. Labramonte, & Rowena De Guia

Abstract

INTRODUCTION

The value of "Pagiging Makatao" is a dilemma faced by adolescents. Even the educational system in the Philippines finds it problematic despite their efforts to prioritize the strengthening of values among students as early as they enter school. This is evident in the development of the curriculum since the 1970's. Several attempts have been made by institutions in promoting the value of "pagiging makatao" through academic researches, programs, retreats and recollections, and seminars and trainings among values educators. For instance,Department of Educationhas its KPSEP Club (Kabataan Para sa Edukasyon sa Pagpapakatao Club), Training and Development Programs and Activities (DO 32, s. 2011), Basic Education Researches (DO 39, s. 2016), Gender Responsive Basic Education Policy (DO 32, s. 2017), Inclusive Education (DO 72, s. 2009), etc. E-Idol, which stands for Edukasyon sa Pagpapakatao Idol, through positive reinforcement, recognizes students from Grades 7 to 10 who modeled a core value at a certain time.

METHODS

Eight hundred student-respondents from Grade Seven to Ten of Rosario National High School we selected using Purposive Random Sampling. This program recognizes students who modeled the four core values ofDepartment of Education(Department of Education) namely: Makatao, Maka-Diyos, Makakalikasan, and Makabansa. To validate its effect on the behavior of the students, the value of being "Makatao" was measured using an assessment tool based on theDepartment of EducationMemorandum No. 35 s., 2016 before and after the implementation of the program. The questionnaire has a total of 17 questions with six components. Data was analyzed using Wilcoxon Signed Rank Test.

RESULTS

The result revealed that for Grade 7, the computed z-value is -3.716 with a significance of 0.000; for Grade 8, the computed z-value is -6.815 with a significance of 0.000; for Grade 9, the computed z-value is -5.674 with a significance of 0.000; and for Grade 10, the computed value is -8.834 with a significance of 0.000. The values are less than the 5% level of significance which suggests that there is a significant difference between the pretest and the posttest.

DISCUSSIONS

Thus, the null hypothesis that there is no significant difference in manifesting the core value of being "Makatao" among the students upon the integration of the E-Idol Program is rejected. This implies that the integration of the E-Idol Program has heightened the core value of being "Makatao" among the Junior High School Students of RNHS.

KEYWORDS: E-Idol

SUBMISSION ID: R04A-CAVITP-0237/R04A-CAVITC-0034

E-Idol: The Impact of Positive Reinforcement on being Makatao of Junior High School Students

Charlotte C. Mengullo, Gloria Ana Elena F. Mange, Joana Marie M. Tapic, Lezette P. Endozo, Maria Fe D. Labramonte, & Rowena De Guia

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KEYWORDS: E-Idol

SUBMISSION ID: R04A-CAVITP-0237/R04A-CAVITC-0034

E-Learning in Earth and Life Science: An Intervention to Remediate the Learning among Students with Absenteeism Problem in Inosloban-Marawoy Integrated National High School

Jerwin Gutierrez, Inosloban-Marawoy Integrated National High School

Abstract

INTRODUCTION
Student absenteeism is one of the perennial problems observed and documented in schools. One of the challenging tasks of a teacher is observing and sustaining consistent presence or attendance of his or her students. This is one problem which concerns school administrators, teachers, and parents since it exposes the students to serious disadvantages both academically and socially. Being physically absent in classroom means missing out on important lessons in terms of academics and decrease opportunities for social interaction. In a broader sense, this can result in poor academic performance, low self-esteem, and being at risk of leaving the school or dropping out.

METHODS
This study used the Randomized Pretest-Posttest Control Group Design in examining the effectiveness of E-Learning Instruction as an intervention in teaching Earth and Life Science among Senior High School (SHS) students with absenteeism problem in IMNHS. This study determined the effective use of E-Learning Instruction in Earth & Life Science as a supplementary intervention to remediate the learning among SHS students with absenteeism problem in Inosloban-Marawoy National High School.

RESULTS
The computed t-value of the control group was 14. 378 which is greater than the tabulated value of 1.740 at .05 level of significance. The same is true with the computed t-value on the experimental group which is 18.901. These mean that there is a significant difference between the pretest and posttest of the control group and the experimental group. The data for the test of difference of paired observation of independent samples between the posttests of control and experimental groups was recorded. The computed t-value is -4.890 which is greater than the tabulated value of 1.691 at .05 level of significance. This means that there is a significant difference between the performance in posttests of the students in the control and experimental groups.

DISCUSSIONS
The results state that there is a significant difference between the performance of the control and experimental groups after the intervention was introduced. Students under the experimental group exhibited more improvement in their academic performance than the control group. The participants have cited positive reactions in the integration of E-learning during remedial class. Thus, this study proved that E-Learning in Earth and Life Science is an effective supplementary intervention in remediating the learning of students with absenteeism problem.

KEYWORDS: e-learning, SHS, Earth & Life Science, absenteeism, intervention, remediation, teaching, learning

SUBMISSION ID: R04A-LIPAC1-0244

E-Learning Mobile Application for English 8: Streamlining Strategy for Effectual Pedagogy

Pamela Rodelas & Perfecto Valencia, Department of Education

Abstract

INTRODUCTION
Learners in this era of great technological advancements are given opportunities which could cater to their needs and interests at the same time. Gaps in teaching-learning process could be detrimental to such opportunities. Therefore, the researchers were able to develop and validate an E-learning mobile application for English 8 based on the topics in the Fourth Quarter of School Year 2017-2018 streamlined with the competencies stated in the curriculum

METHODS
The designed e-learning mobile application for English 8 used the Experimental-Descriptive Method of research. It also used pretest and posttest to be answered by Grade 7 learners. It involved observing and describing behavior without influencing it in any way, specifically in describing the level of validity and acceptability of E-learning mobile application as instructional material for English 8.

RESULTS
The results of the assessment made on the level of validity were all "Highly Valid" (HV). Similarly, the results of the assessment on the level of acceptability were all "Very Acceptable" (VA).

DISCUSSIONS
Based on the test of significant difference on the performance of the learners in their pretest and posttest, the probability value was less than the level of significance at .05. The results demonstrate that the designed E-learning mobile application for English 8 was effective because the learners improved from their pretest as seen in their posttest. Given the fact that the learners' posttest scores were higher than their pretest, this presupposes that the designed E-learning mobile application plays a very significant role in ensuring better vocabulary development, better reading comprehension, and better grammar development. It also proves that the designed E-learning mobile application has a significant impact to learners' development and can be used as instructional material for the succeeding school years.

KEYWORDS: e-learning, mobile application, strategy, pedagogy

SUBMISSION ID: R04A-CALAMB-0174

Elementary School Heads' Capability in Social Marketing for School Success in the Implementation of the Enhanced K to 12 Program

Sahlee Cerillo, San Agustin Elementary School, Iriga City

Abstract

INTRODUCTION
The DepEd's K to 12 Program's primary objective is to produce functionally literate citizens who are self-reliant, patriotic, and service-oriented. The success of an educational program lies on the effective and efficient leadership of the school head, whose social marketing capability is vital. They must consider their capability and knowledge of implementation of different aspects of social marketing and subsequent constraints in implementation. This study is significant in order to address the constraints faced by school heads on social marketing for the school's success.

METHODS
The Descriptive-Inferential Method with Documentary Analysis was used. Using a questionnaire, the tool determined the school heads' capability for social marketing for school success in relation to the enhanced K to 12 Program. There are 212 school heads from the 5th Congressional District of Camarines Sur and 40 from Iriga City. The Kuder Richardson Formula 21 was employed. A five-point rating scale was adopted. The survey questionnaire was prepared, distributed, and retrieved personally. Results were tallied, tabulated, and analyzed.

RESULTS
Many of the school heads were not knowledgeable of any social marketing strategy. Likewise, they were not much aware that this strategy enhances a school's performance. Also, awareness of the resources needed to create effective social marketing was lacking. Indifferences of the staff and inability to institutionalize the use of data gathered were some of the constraints they have encountered. A proposed seminar and training program and conduct of a further study on the assessment of the effectiveness of the output of this study are some measures the researcher recommends.

DISCUSSIONS
Awareness of the school heads on social marketing for school success needs to be enhanced. The extent of their implementation on social marketing strategies must be developed.

KEYWORDS: Elementary School Heads' Capability, Social Marketing, School Success, Enhanced K to 12 Program

SUBMISSION ID: R005-IRIGAC-0002

Elementary Teachers' Knowledge on Infographics and Computer Literacy in Mabini District

Mina Villanueva

Abstract

INTRODUCTION

The researcher's objective for this study to measure the knowledge of teachers on infographics and their computer literacy. This study also aims to enhance the teaching-learning process of the elementary pupils. The focus of the study is aimed towards the improvement of instruction and development of elementary pupils in line with infographics and computer literacy particularly in small schools in the Mabini District. The researcher aims to increase the awareness to opportunities that infographics can provide to education as well as to investigate the teachers' knowledge about infographics and computer literacy in the teaching-learning process.

METHODS

The Descriptive Method of research was employed in the study. The descriptive type of research is concerned with the condition of the relationship that usually exists as a purposive process in gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, belief, cause and effect relationships, and making adequate and accurate interpretations.

RESULTS

The literacy education's area of specialization is designed to extend candidates' knowledge, skills, and understanding of literature and language arts in the elementary grades. The main problem of the students includes not having accurate knowledge about this skill and may be time-consuming to study or design. Almost all the students were satisfied with this skill to increase their knowledge and competency efficiently. Action planning is a process which will help teachers to focus on the ideas and decide what steps need to be taken to achieve particular goals.

DISCUSSIONS

Most participants specialize in teaching English from Kindergarten to Grade Six. Knowledge of teachers on infographics and computer use were interpreted as "average." There is no significant difference between the knowledge of respondents and area of specialization and year level taught. Teachers' knowledge and incorporating knowledge in making infographics in teaching has no significant relationship.

KEYWORDS: infographic, computer literacy, technology-aided materials

SUBMISSION ID: R04A-BATANP-0802

Elevating Academic Performances of Select G-11 Students of Talipan National High School through Project HOME (HOme visitation and Mutual Encouragement)

Kristine Galac, Michelle Fontanosa, & Melody Nogot, TEA

Abstract

INTRODUCTION
The Department of Education strengthens the "No Child Left Behind Policy" and ensures the welfare of every child to lessen absenteeism that will result in dropout cases in the Philippine Education System. Despite the efforts of public schools, absenteeism is still uncontrolled and greatly affects the academic performance of students in school. Hence, the conduct of Project HOME was conceptualized to address absenteeism that affects the poor academic performances of Grade 11 students.

METHODS
Descriptive-Comparative Research Design was employed. Anchored on the principle of effect of the Reinforcement Theory, the intervention program which was designed to assist 30 Grade 11 students was implemented. The Second Quarter general average and the zero absenteeism results after the implementation of the project served as the input data which were quantitatively analyzed using percentile, simple average, and dependent t-test.

RESULTS
There was a high percentage of absenteeism during the First Quarter which resulted in low academic performance and lower results of the general average during the First Quarter. With the aid of Project HOME, absenteeism was greatly reduced. Therefore, the intervention program introduced was effective in reducing absenteeism and elevating academic performance of select Grade 11 learners. In addition, the learners were greatly motivated to improve their academic performance as evidenced in the Second Quarter grading because a positive reinforcement was patiently introduced and realized.

DISCUSSIONS
The results suggest that the genuine, hands-on action can address the learning gap. Instead of blaming the students all the time for being absent and coming late to class, it is a must to reach out to the learners by knowing the causes, patiently listening to them, giving them the never ending words of encouragement and considering good partnership with parents/guardians for the child to feel the genuine love of the school and family so that no child will be left behind.

KEYWORDS: Academic performance, mutual encouragement, law of reinforcement

Elevating Academic Performances of the Select G-11 Students of Talipan National High School through Project HOME (HOme visitation and Mutual Encouragement)

Kristine D. Galac, Melody Nogot, & Michelle Fontanosa, TEA - Talipan

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KEYWORDS: Academic performance, mutual encouragement, law of reinforcement

**Eliminating Common Anxiety Problems in Mathematics of Grade 6 Pupils
of Gulod Elementary School S.Y 2017- 2018**

Bernardo Ortega, Department of Education

Abstract

INTRODUCTION
Math anxiety is a phenomenon in which pupils suffer from fear of Mathematics that affects their ability to learn, comprehend, practice, and perform mathematical problems and procedures (Miller & Mitchell, 1994). This anxiety can cause an inability to think and/or process new information. In this study, we will take a constructive look at the common Math anxiety problems and how a student can learn to manage this anxiety so that it no longer hinders study of Mathematics.

METHODS
The researcher used the Purposive Sampling Technique in identifying respondents. The survey questionnaire was utilized. The researcher personally met with the pupils to explain to them the purpose of the study and the process of filling up the Math Anxiety Self-Test. The data-gathering instrument used as a questionnaire was designed by the researcher. Several books and periodicals concerning Math anxiety of the pupils will be used as references and will serve as basis for instrument design.

RESULTS
One Grade 6 teacher and sixty-five (65) pupils of Gulod Elementary School, School Year 2017-2018 are the respondents of the study. In this study, the data was quantified, briefly explained, interpreted and tabulated as indicated in the statement of the problem. Feeling nervous about Math is very common in the results of the study. Thus, Math- anxious pupils not only fear the actual performance of Math problems, but also the substance and content of Math itself. Pupils with Math anxiety are experiencing a battle on two fronts: (1) they have to cope with the aspects of test anxiety and (2) a fear of number manipulation. The researcher has developed among participating pupils' strong skills and developed positive attitude towards Math, contextualized Math to real life situations, accommodated students' varied learning styles, avoided subjecting students to embarrassing situations, and used a variety of assessments as common interventions in eliminating common anxiety.

DISCUSSIONS
The research aimed to find out how teachers eliminate pupils' anxiety in Mathematics. The researcher recommends reducing Math anxiety and increasing the achievement of the pupils in learning style and for the teachers to identify and assist Math-anxious pupils.

KEYWORDS: anxious, eliminate, battle on two fronts

Eliminating the Habit: The Effect of Nationwide Smoking Ban to Teenage Smokers

Ethel Grace Pacifico

(Adviser: Cleofe Almonte)

Abstract

INTRODUCTION

With tobacco causing more than 5 million deaths yearly across the globe, smoking has been identified as the leading cause of preventable deaths worldwide. Therefore, the government issued a number of measures wherein the most recent was Executive Order No. 26 of President Rodrigo Duterte implementing a smoking ban in public areas, schools, and establishments. School is one of the places where teenagers smoke. In response, theDepartment of Educationrecently launched an online program called "EskwelaBansaSigarilyo" which aims to raise student awareness onDepartment of EducationOrder no. 48 setting forth the Tobacco Control Policy. This research was conducted to determine the effect of the nationwide ban on smoking to teenage smokers. It also examined the anti-smoking policies implemented in New Era National High School in accordance to the smoking ban and how effective they are in eliminating tobacco consumption among teenage smokers.

METHODS

This study used a Descriptive-Narrative Design with 40 participants who qualified as smokers aged 14-17 years. This qualitative research used Purposive Sampling since there was a specific target of participants and used interview as a tool for data gathering.

RESULTS

Based on the data gathered, the results revealed that 19 respondents started smoking because they were influenced by peers, 3 respondents were influenced by parents, 10 respondents started smoking out of curiosity, and 8 respondents said that they smoke just for fun. All respondents consumed between 2 to 7 sticks a day. All of the respondents also stated that they are aware of the National Smoking Ban implemented by the government such as warning signs in the pack of cigarettes and no smoking rules in all public areas such as schools, government facilities, hospitals, and etc. However, measures have no effect to teenage smokers even if New Era National High School followed and implemented programs by having seminars and roll-out campaigns.

DISCUSSIONS

Despite these measures, smoking is still prevalent among teenagers. Appropriate teaching materials that promote deeper understanding of the bad effects of smoking in health should be adopted by the Physical Education & Health teachers. The school should continue providing seminars which aim to promote the benefits of quitting smoking accompanied with constant monitoring of these students. Further study may be conducted to measure the effectiveness of the seminars and plans of the school on the effect of nationwide smoking ban to teenage smokers.

KEYWORDS: Teenage smokers, effect of nationwide smoking ban, eliminating the habit, cigarettes

SUBMISSION ID: R04A-DASMAR-0003

ELOADS: Electronic Learning modules of Alternative Learning System Developing Scheme and its Effect on Performance in Acceleration & Equivalency Simulation Test

Geralyn Alcazar & Ma. Theresa H. Criste, Department of Education

Abstract

INTRODUCTION
In the quest for quality education and excellent performance of the learners in the Alternative Learning System (ALS) in their Acceleration & Equivalency Test, teachers, coordinators, and administrators continuously find ways to improve learning and increase learners' passing score in the A&E Test. In this study, the researchers explore the effectiveness of using the Electronic Learning Modules and ICT resources in teaching as an intervention to increase the level of passers of A&E Simulation Test in preparation for the actual Acceleration and Equivalency Test.

METHODS
Descriptive-Normative Survey and the Correlational Design were used with the aid of pupil as informants. Through a normative survey, the behavior of the learners was described as a result of the assessment which were answered by pupils themselves. Correlation between the variables, E-Learning modules, and performance in A&E Simulation Test were also established. The respondents of the study were the 11 Elementary ALS learners and 53 Secondary ALS Learners of Alfonso Central School and Brgy. Buck Estate for CY 2017.

RESULTS
With the computed t-value of 13.73 and a p-value of 0.01 at 0.05 level of significance for elementary and the computed t-value of 27.11 and p-value of 0.01 at 0.05 level of significance for secondary, the researchers concluded that there is a significant difference between the pretest and posttest results of the ALS learners' performance in A&E Simulation Test. Through this, the researchers can conclude that the E-Learning Modules were effective. With the computed r coefficient of 0.60 and p-value of 0.05 at 0.05 level of significance, there is enough evidence to conclude that there is a significant relationship existing between the ALS learners' perception towards E-modules and their performance in A&E Simulation Test. Since the r coefficient is 0.60, the relationship existing between the two variables can be described as a moderate positive correlation.

DISCUSSIONS
This study implies that the use of E-Learning Modules for raising performance level in Acceleration and Equivalency Test among ALS Learners in both Elementary and Secondary is effective and of great value. While they are favorable with the use of E-learning Modules, their scores in the test also increases.

KEYWORDS: E- Learning Modules Variable Performance in Acceleration and Equivalency Simulation Test Teaching and Learning

E-LOKOM: Maagap na Interbensyon sa Paglinang ng Kasanayan sa Pagsusunod-sunod ng Pangyayari Batay sa Kuwento

Julie Anne Vertudes & Nerlito Del Mundo, Department of Education Cavite - Halang Banaybanay ES

Abstract

INTRODUCTION
Layunin ng pagsasaliksik na mapatunayan na ang paggamit ng E-LOKOM ay mabisang solusyon sa kahinaan ng mga mag-aaral na mapagsunod-sunod ang mga pangyayari sa kuwentong binasa na nakapaloob sa Filipino IV hanggang VI ng Halang Banaybanay Elementary School, Taong Panuruan 2018-2019

METHODS
Upang higit na mapatunayan ang epektibong paggamit ng E-LOKOM sa pagsunod-sunod ang mga pangyayari batay sa binasang kuwento, ang mga mananaliksik ay gumamit ng Deskriptibo at Kwasi-eksperimental na uri ng pananaliksik. Deskriptibo sapagkat inilalarawan ng pananaliksik ang kasalukuyang kalagayan ng mag-aaral na may kahinaan sa pagsunod-sunod ng mga pangyayari batay sa binasang kuwento gayundin ang pagsasagawa ng eksperimento kung ang mga nabanggit na mag-aaral ay magkakaroon ng mas mataas na pag-unawa sa pagsunod-sunod ng mga pangyayari ng kuwentong binasa gamit ang E-LOKOM. Kabilang sa pagsusuri ang 70 mag-aaral sa Baitang IV, 56 mag-aaral mula sa Baitang V, at 66 mag-aaral mula sa Baitang VI ng paaralan. Pinangkat ang mga mag-aaral sa dalawa sa bawat baitang. Ang unang pangkat ay sumailalim sa tradisyonal na pamamaraan ng pagtuturo (controlled group) at ang ikalawang pangkat ay sumailalim naman sa E-LOKOM (experimental group). Bago magsimula ang pagtuturo, sumailalim ang dalawang pangkat sa pretest. Binigyan naman ang mga mag aaral ng post-test pagkatapos ng pagtuturo.

RESULTS
Tumaas ng 0.63 ang naging karagdagang kaalaman ng mga mag-aaral na sumailalim sa pananaliksik mula sa Baitang IV. Mula naman sa mga mag-aaral ng Baitang V, tumaas ng 0.44 ang kaalamang natutunan sa paggamit ng E-LOKOM. May pag-angat naman na umabot sa 0.31 ang kaalaman ng mga mag-aaral mula sa Baitang VI ayon sa pagdulog gamit ang agarang interbensyon.

DISCUSSIONS
Nais patunayan ng pananaliksik na ito ang kaugnayan ng wastong paggamit ng teknolohiya at ang pagpapapahalaga sa ating wika lalong higit sa pagpapataas ng kaalaman ng mga mag-aaral sa pagsunod-sunod ng mga pangyayari ayon sa kuwentong binasa sa Filipino. Imunumungkahi ng mga nagsaliksik na magkaroon ng seminar-wokshap sa bawat distrito, dibisyon, rehiyon at maging sa pambansang antas ang mga guro sa paghahanda ng E-LOKOM. Ninanais din ng mga mananaliksik na maisagawa ang workplan sa Filipino sa bawat paaralan. Adhikain ng mga mananaliksik na magamit ang pagsusuring ito sa mas maraming bilang ng mag aaral, maging ang gamit nito sa Inclusive Education kung saan magagamit ito ng mga Hearing Impaired at ng mga Visually Impaired na mag-aaral.

KEYWORDS: Interbensyon, E-LOKOM, adhikain, teknolohiya, lokal

SUBMISSION ID: R04A-CAVITP-0276

Emergency Preparedness of High-Risk Schools in South Cotabato: Basis in Enhancing Disaster Risk Reduction Management Plan

Joena Benguan & Semeo Innotech

Abstract

INTRODUCTION
This study is primarily aimed to determine the emergency preparedness of high-risk public schools in South Cotabato which will serve as basis in developing an enhanced Disaster Risk Reduction Management Plan. The school heads, teachers, and school personnel should be aware, alert, and vigilant of the hazards and what to do before, during, and after their occurrence, in order to reduce damage and impact to lives and property. The reading public, on the other hand, will know that the department is truly working towards an efficient and caring educational system. It is worthy to note that laws and policies are already in place. The question lies now as to how these issuances were implemented in the schools especially those which are located in high-risk areas.

METHODS
The research was carried out in fifteen (15) enumerated high-risk public schools in South Cotabato. The respondents involved in this study were fifteen (15) school heads, thirty-three (33) teachers, two hundred seventy-two (272) learners, and forty-five (45) LDRRM Officers— a total of 364 respondents. The data were gathered through questionnaires and interview. Statistical tools used include, frequency, percentage, weighted mean, one-way ANOVA and t-test.

RESULTS
The identified high-risk schools in South Cotabato are prone to earthquake, flood, grassfire, landslide, volcanic eruption, and strong wind. School heads, teachers, and learners have a common level of preparedness in case of disaster while in terms of capacity to manage disasters, school heads and teachers are moderately prepared. Moreover, the issues and concerns met by the teachers along the implementation of disaster preparedness program include the lack of funds, lack of trained teachers in DRRM, lack of emergency-related supplies, and lack of emergency equipment.

DISCUSSIONS
Based on the results, the researcher recommends development of a policy of coordination among Local DRRMO and other agencies involved in LDRRMC. Disaster needs a multi-sectoral and partnership approach in order to lessen vulnerability. Moreover, more comprehensive vulnerability mapping to identify the risk and hazard must be carried out. There should be an assessment of all physical infrastructure, number of teachers and learners at risk, and hazard areas which is very significant to reduce risk. Thus, the integration of Disaster Risk Reduction in the curriculum must be intensified so that learners even at a young age will be educated in disaster risk awareness and its effects.

KEYWORDS: DRRM, NATURAL HAZARD, HIGH RISK, DISASTER, SOUTH COTABATO, PUBLIC SCHOOLS, EMERGENCY PREPAREDNESS, PHILIPPINES, ASIA

Emerging "Bibliotherapy Express Program" in Classroom Setting: Aid for Students and Teachers Struggling with Stress in Casay National High School

Mark Angelo Labitigan & Maide Rovero, Casay National High School

Abstract

INTRODUCTION

The objective of the study is to ascertain the outcomes of the emerging Bibliotherapy Express Program in Classroom Setting to assist the students and teachers struggling with stress. It aims to prove that BE Program is an effective tool to help cope with stress. The emerging Bibliotherapy Express Program is a unique way to relieve stress and a new found way of coping with stress for healthy living among students and teachers in San Francisco, Quezon.

METHODS

The study used Descriptive Research Design utilizing quantitative approach to determine the program's significance and implications to the behavior of the respondents. A self-devised survey questionnaire made by the researchers was used to collect feedbacks on the effectiveness of the program.

RESULTS

Study revealed that among 174 clients (141 students, 33 teachers), only 86 respondents or 49% joined the program and selected books suitable to their needs. With the remaining 86 respondents, 36% agree that Emotional Stress Signals need reinforcement, followed by Physical Stress Signals with 34%, and Behavioral Stress Signals with 30% as the least. Results also showed that the emerging Bibliotherapy Express Program in classroom setting is highly recommended and proven effective as a tool to cope with stress. Similarly, the respondents strongly agree with 3.51 (WAM) which implies effectiveness of the program.

DISCUSSIONS

The results demonstrate the effectiveness of the implementation of the Bibliotherapy Express Program in classroom setting as aid for students and teachers struggling with stress. Before the implementation of the program, most of the respondents agreed that emotional stress signals need reinforcement followed by physical and behavioral stress signals. But during the implementation, it has been observed that majority of the respondents are utilized materials available in the classroom that responds to their stress signals. Integration of gamification and other playful extensions such as playing music, storytelling, drawing, reading, and writing can enhance the effectiveness of the Bibliotherapy Express Program. The statistical data implies that the emerging Bibliotherapy Express Program in classroom setting is an effective intervention in reducing and coping with stress as evidence by the computed weighted average of 3.51 which is interpreted as "Strongly Agree."

Emotional Labor among Teachers: Basis for Emotional Regulation

Karen Gayle Micosa, Sta. Anastacia Elementary School / Division of Batangas
Province

Abstract

INTRODUCTION
The encompassing influence of a teacher to a student is so immense that when a teacher's emotions on specific situations is not managed may damage a student one way or another for life. As a hardworking professional, teachers need to manage their personal feelings and remain calm and positive at all times. A teacher's job requires them to manage their emotions or the way they express those emotions to meet organizational expectations. The researcher intends to explore emotional labor.

METHODS
Cluster Sampling Technique was utilized for this study in order to have an unbiased selection of respondents per school. One hundred sixty-eight (168) teachers from different schools divided into zones represent the sample population. The Descriptive Method of research was also used to assess and describe the degree of emotional labor of teachers (deep acting, suppression, surface acting, and emotional consonance) and their compliance to Article 4: The Teachers and the Learners of the Code of Ethics for Public School Teachers and Section 8: Duties and Responsibilities of School Personnel-Teachers (Child Protection Policy).

RESULTS
The teachers perceived themselves as fully compliant with Article IV: The Teacher and the Learners of the Code of Ethics for Public School Teachers and with the provisions of Section 8 ofDepartment of EducationOrder No. 40, s. 2012 with an overall weighted mean of 3.60. The teachers' emotional labor levels are highest in emotional consonance, followed by surface acting, followed by suppression, and, finally, deep acting. There is significant relationship between and among the degree of Emotional Labor and compliance to the Code of Ethics (Teacher and the Learners) and the Child Protection Policy (Duties and Responsibilities of Teachers).

DISCUSSIONS
Based on the results, the researcher has made a proposal to mitigate the negative consequences of Emotional Labor. A universal, developmentally-appropriate mindfulness instruction that fosters mental health and wellness must be provided. Emotion awareness and emotion management skills and to foster wholesome emotional balance must be enhanced. Attention must be strengthened. The repertoire of skills for stress management must be expanded. Students must be assisted and aided to integrate mindfulness into everyday life. Practicing mindfulness offers the opportunity to develop hardiness in the face of uncomfortable feelings that otherwise might provoke a response that could be harmful. Cognizance training can complement and strengthen other approaches that promote emotion regulation, reduce stress, and develop attention.

KEYWORDS: emotional labor, suppression, deep acting, emotional consonance, surface acting

SUBMISSION ID: R04A-BATANP-1617

Emotional Stability of Bullied Grade 11 HUMSS Students

Annielyn Panganiban, Bucal National High School

Abstract

INTRODUCTION
Emotional stability is the process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically and intra-personally. Present research focuses on the emotional stability of bullied students. This research focuses on the types of bullying and their relationship of emotional stability and to find solutions and adapt them in the near future.

METHODS
Descriptive Research Design was used to describe the emotional stability and its relation to bullying. This research selected respondents via random sampling using Slovin Formula. A survey questionnaire was used to gather data using five scale. Data was then analyzed, interpreted, organized and tabulated. In the statistical treatment of data, the study used Weighted Mean Formula.

RESULTS
There are two types of bullying among Grade 11 HUMSS students: physical bullying and verbal bullying. Most of the respondents stated that they are not affected by bullying and roughly 20% of the respondents said that they are bullied. Emotional stability among students is affected when they are bullied. The result suggest that emotional stability is related to bullying.

DISCUSSIONS
Bullying is a serious problem in Bucal National High School. Twenty percent (20%) of the respondents victimized by bullying signified that their emotional stability is affected. Several methods have been proposed in order to solve this problem. The researcher recommends to use the data gathered from the research to find more accurate solutions regarding the emotional stability of a bullied students.

KEYWORDS: emotional stability, bullying, personality

SUBMISSION ID: R04A-CAVITP-0027

Employability and Immersion Performance of Technical Vocational Senior High School Students

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INHS
(Adviser: Reynald Joseph Fonte)

Abstract

INTRODUCTION
For the past few years of social and economic development, wherein business is considered as one of the factors that affect the economy, industry immersion and business partners play important roles in the performance of Technical Vocational students. Graduates must have appropriate skills to be employed. Without personal attributes and understanding, the student will not be able to find a job. In this regard, the researchers assessed the level of employability of the Technical Vocational graduates as a result of their industry immersions and business partners.

METHODS
The research design used in this study is a Survey-Descriptive Method which involve the collection of data in order to answer the questions whether the immersion had any effect on the employability of Technical Vocational senior high school graduates. An adopted-research questionnaire was used to gather information needed for the study. The researchers utilized descriptive and inferential statistics in analyzing and interpreting gathered data.

RESULTS
The graduate-respondents have high mean performance in their immersion to industry and business partners. The mean level assessment of the graduates about their employability in terms of communication skills have an average mean level. Human relation skills and information technology skills have high mean level of assessment while problem-solving skills and critical thinking skills have a low level of assessment. Furthermore, the study revealed that there is a significant relationship between the immersion performance of graduates and their employability skills in terms of communication skills and human relation skills.

DISCUSSIONS
The results of the mean performance of the graduate-respondents in their immersion implies that they worked well in the tasks given to them. The study also shows that the employability of the respondents in terms of communication skills, human relation skills, and information technology skills was very evident in their performance in their immersion. The relationship between the immersion performance and the employability of the graduates imply that their skills were affected by their immersion in industries and business partners. Finally, it was concluded that the more skilled the respondents, the higher their performance in immersion.

Employing "Basura Siksik" Program to Develop Ecological Solid Waste Management

Tyrene Cubero, Department of Education

Abstract

INTRODUCTION

Around the world, efforts are being made to make people aware about environmental protection. One of the main causes of environmental degradation is improper solid waste management. There is no permanent solution to environmental problems. The only thing we can do is to reduce and control waste generation by proper awareness and practice (Municipal Ordinance No. 1, s. 2009).

METHODS

The participants of the study were the Grade 2 pupils of Wakat Elementary School, S.Y 2017 - 2018. A total of 34 pupils. Anecdotal record of observations by the researcher and peers were also used as source of data. A questionnaire was given to the pupils. The purpose and method of the study was explained to the pupils and consent was sought by the researcher from the parents. The instrument of research was a validated, self-administered questionnaire. The questionnaire was designed to assess pupils' knowledge, attitude, and practice on waste management.

RESULTS

Pupils are well aware of the principles of waste minimization and the role of school authorities in waste management, segregation of waste, effective mechanism for waste management, and complications of improper waste management. Regarding practice of proper waste management, pupils have proper ideas and practice of waste segregation. They are committed to minimize waste, avoid littering, and to keep their waste. Results reveal a significant difference in the pretest and posttest mean. The computed t-value implies the rejection of the assumption that there is no significant difference.

DISCUSSIONS

The level of practice of the pupils before the intervention was low. There was an increase on the level of practice of the pupils on proper waste disposal after the implementation of the Basura Siksik Program. A significant difference was evident after the implementation of the program and implies that the intervention implemented was effective. The intervention could be implemented by other teachers together with their classes to develop their pupils' level of practice on waste management.

KEYWORDS: "Basura Siksik Program"

SUBMISSION ID: R013-SURSUR-0304

Employing "Give and Take Approach" to Decrease Pupils' Absenteeism of Kindergarten Class S.Y 2018 - 2019

Angelie Margate & Imelda T. Azarcon, Department of Education

Abstract

INTRODUCTION

Kindergarten is an exciting time for young pupils as they will learn to express themselves through school and playing with peers. But how could they enjoy these if they will be physically absent in the class? The attendance rate is important because pupils are more likely to succeed in academics when they attend school regularly.

METHODS

Nine (9) Kindergarten Azarcon Pupils who have absenteeism problems are the participants of this study. Data is based on pupil's percentage monthly attendance as reflected in SF 2 of August and September of the current school year. Interviews with parents and to the identified respondents were also conducted to gather additional data.

RESULTS

This study provided insight to the researchers and practitioners that if the school transforms their policies into a more child-friendly and oriented one then they will receive positive outcomes. This study reveals that there is a decrease of absences after the implementation of the "Give and Take Approach." Out of the nine (9) identified chronic absentees, six (6) pupils had decreased percentage of absences. Pupils who were never absent increased.

DISCUSSIONS

The conduct of Give and Take Approach was indeed an effective approach to decrease the pupils' absenteeism in the Kindergarten Azarcon class. This approach helped the respondents and even other pupils who are not part of the study to have positive attitude in attending classes.

KEYWORDS: absenteeism

SUBMISSION ID: R013-SURSUR-0281

Employing 2C2IA Reading Approach to Improve the Reading Comprehension Skills of Grade 3 Pupils

Ma. Theresa Espuerta, Anibongan Elementary School

Abstract

INTRODUCTION

The issues about literacy and poor comprehension has been universal. In the Philippines, Department of Education has a commitment to improve pupils' literacy level through their reading ability. The Philippine Informal Inventory (Phil-IRI) (Dep.Ed Memo No. 324, s.2004) was developed as an assessment tool to determine reading levels of pupils from Grades One to Six. The result of the assessment was very alarming. Difficulties in reading comprehension has affected other subject areas as well which is likely to result to overall poor academic performance of the pupils. It is in this premise that employing the 2C2IA (Cognitive, Constructive, Integrative, Interactive, Affective) Reading Approach would significantly improve the reading skills of Grade 3 pupils.

METHODS

The Quasi-Experimental Non-equivalent Pretest-Posttest with Control Group Design was used. It intended to give pretest and posttest to two groups but only one group received the treatment. Since there is only one section in Grade 3, Grade 4 class was used as the control group since both grade levels have similar competencies in reading comprehension. A pretest was administered to both experimental and control groups. Three reading lesson plans in 2C2IA format was prepared and were administered as the treatment to the experimental group. After three weeks, the posttest was given and checked.

RESULTS

2C2IA reading approach and the Traditional Method are both effective in improving the reading comprehension skills of the Grade 3 pupils in terms of making inferences and distinguishing reality from fantasy. However, in improving the skills of the pupils in terms of predicting outcomes, 2C2IA reading approach is more effective than the traditional method. Also, comparing the performance of the pupils within the group, pupils subjected to the 2C2IA reading approach perform better than those subjected to the Traditional Method in improving reading comprehension skills.

DISCUSSIONS

The results revealed that pupils must be helped in improving their reading skills specifically the comprehension skills using both the 2C2IA reading approach and the Traditional Method. Teachers should employ both 2C2IA and Traditional Method in developing the reading skills of the pupils. Variation in approaches will give more interest to the pupils to perform well, hence, training pupils to be more academically prepared and globally competitive. A more comprehensive lesson plan using the 2C2IA format should be constructed so that teachers will continuously use the approach.

KEYWORDS: 2C2IA, Reading, Comprehension, Effective, Literacy, Improve

SUBMISSION ID: R013-SURSUR-0051

Employing Project REST (Recreation Education for Students by the Teachers): An Intervention to Lessen Non- Participation of Selected Grade Four and Five Pupils

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(Adviser: Florenita Suan)

Abstract

INTRODUCTION
The study aims to lessen the number of non-participating pupils within the three months of implementation of the Project REST (Recreation Education for Students by the Teachers). This intervention promotes pupils' confidence and self-esteem. It was done every Friday at 3 o'clock in the afternoon. The recipients were select Grade 4 and 5 learners of San Jose Elementary School. There were eight (8) identified learners who did not participate in most activities in the classroom. The study was initiated based on observation and interview with the teachers.

METHODS
The researchers conducted an interview with class advisers about what type of common behavior problems they had observed from their respective classes. This study utilized Descriptive and Qualitative methods in analyzing and comparing the gathered data. The study determines the impact of the intervention to the learners' social involvement which lead them to develop confidence that is of great help to academic success.

RESULTS
Results showed that the intervention lessened the number of non-participating pupils. Most of the learners actively participated in recreational activities done in the school. Moreover, six pupils have expressed how their self-confidence improved and expressed a new enjoyment for school. With that, the project REST has a significant impact to the pupils' social involvement particularly in participation. It evidently showed how their behavior improved and the courage to participate all school activities.

DISCUSSIONS
It was evident that the Project REST organized by the school helped develop pupils' self-confidence and self-esteem. The intervention has significant impact to the pupils' social involvement particularly in participation. A holistic view of the responses portray that the interventions served as a tool for both child development and education.

KEYWORDS: Recreation, Intervention, Education, Confidence and Social Involvement

SUBMISSION ID: R013-SURSUR-0306

**Employing ReACos to Improve the Comprehension Level of Grade 7
Students of DLOMNHS**

Hazel Faith Bulaquiña, Department of Education - Tagbina National High School

Abstract

INTRODUCTION
One of the competencies in reading comprehension is identifying the main idea of the text presented. The ability to identify the main idea in a text, whether it is stated directly or inferred, is critical for students to comprehend meaning when reading. Dante Luib Osano Maputi National High School is a school in Tagbina II District which encountered a problem in developing such skill. The researcher and a Grade 7 English teacher conducted a 10-item test in identifying the main idea to the 49 Grade 7 students. Based on the results, 30 (61.22%) out of 49 Grade 7 students did not meet the expectation descriptor. There is a need to find means to solve or lift them through an intervention activity or program. This was the reason why the researcher developed interest in conducting the study to be able to excogitate activity in reading comprehension through ReACos (Remediation Activities for Comprehension).

METHODS
Purposive Sampling was used in selecting the respondents in this study. All students who did not meet the expectation descriptor in the pretest underwent Remediation Activities for Comprehension. The researcher used frequency distribution for the listing of the scores of the respondents in the activities including pretest and posttest and percentage to identify how many of the students passed or failed on the Phil-IRI formula and standards. Moreover, the researcher used t-test in measuring the significant difference of the results.

RESULTS
It has been found that there were 30 out of 49 students who did not meet the expectation descriptor whose grade equivalent is below 75 in the 10-item Pre-Test. Thus, appropriate intervention was conducted. After the conduct of the intervention program, the results show that there is a significant difference between the results in identifying the main idea before and after ReACos intervention since the p-value (0.000) is lesser than the level of significance (0.05).

DISCUSSIONS
Relative to DLOMNHS, ReACos was found to be effective in improving the Grade 7 students' reading comprehension particularly their competence in identifying the main idea. Out of the 39 students who underwent the intervention, there are two (2) remaining students who did not meet the expectation. They will be given another set of activities suited to their needs and intellectual level. ReACos may be implemented in another school to find out if it would still work out effectively as it did in DLOMNHS.

KEYWORDS: Main Idea, Phil-IRI, Reading Comprehension, Remediation

SUBMISSION ID: R013-SURSUR-0110

Employing Reading Exercise a Day (READ) to Develop Reading Ability

Faith Myra Polancos, Department of Education

Abstract

INTRODUCTION

The ability to read is one of the basic skills that every learner should learn early. The record of the Regional Diagnostic Reading Inventory in English this S.Y 2016 - 2017 suggests that the reading abilities of the pupils are somewhat lower than their present grade level. This scenario is alarming and must be addressed with immediacy. Reading Exercise A Day (READ) is an intervention developed by the researcher in response to the situation. In an attempt to effectively raise the reading ability of children under frustration, this remedial reading program was implemented.

METHODS

Result of the Phi-IRI at the start of the school year was used as the baseline data. Posttest was conducted at the end of the intervention. Before the onset of the study, the researcher asked permission from the school head. The materials used for the intervention were extracted from the Phil-IRI passages. The passages were divided into fragments, e.g. words, phrases and sentences. The revised materials were designed for an everyday exercise in reading. Each day had a specific skill being developed. On Day 1, the recipients read words taken only from the passage. On Day 2, the recipients read phrases found in the passage. On Day 3, sentences from the passage were read by the recipient. On Day 4, respondents were made to read the whole passage. On Day 5, respondents were instructed to read the whole passage again to the teacher and answering comprehension questions. In answering the comprehension questions, the researcher allowed the recipients to give their answers in Filipino or Mother Tongue, as long as they can express their thoughts. It was done that way since comprehension skill was the one being measured and not communication or grammatical skill.

RESULTS

There was a decrease in the number of frustration level after the intervention was implemented. The conduct of the intervention had an effect on the reading ability of the recipients.

DISCUSSIONS

This result is parallel to the study of Abeberese, et. al (2013), that remedial reading program/intervention had a distinct immediate effect on student's reading skills of 0.13 standard deviations. A similar study on the implementation of reading program e.g. Drop Everything And Read of Cubero (2009) revealed that remedial reading programs greatly affect the reading development of learners who suffer from reading lag.

KEYWORDS: Reading Exercise A Day (READ)

SUBMISSION ID: R013-SURSUR-0194

**Employing Science Formative and Summative Assessments with Filipino
Translation for Grade 10**

Reziel A. Zurbano, Lopez National Comprehensive High School

Abstract

INTRODUCTION
Science learning has always been a struggle for most Filipino students. To aid learning, Science teachers are sent to seminars, trainings, and workshops where they learn different strategies and interventions but these did not improve learning as shown in the Mean Percentage Score of students. According to a survey we conducted as to how teachers and students can improve learning in Science, student responses include providing more hands-on activities, use of video, repetition of the lesson until they learn the competencies, translate the concepts in Filipino during discussion and they even suggested that questions in examinations should have Filipino translation. This study attempts to determine how the use of the national language, Filipino, can help in understanding Science concepts.

METHODS
During Science classes, instructions and concepts were translated to Filipino after reading or stating the concepts in English. After every discussion, daily quizzes were given in English with translation in Filipino and was applied also for summative assessments and quarterly examinations. The respondents of this study are 173 Grade 10 students (G10-RAZ, G10-JGV, G10-MFA, and G10-NTO). One hundred percent (100%) of the population took part in the experiment because the class MPS will be computed at the end of the 3rd and 4th Grading Quarters. The students were also surveyed after examinations with regards to their perception on the assessment taken with Filipino Translation.

RESULTS
Ninety-five percent (95%) of the students expressed their opinions that they understand the questions and choices in Science examinations much better with Filipino translations. The Mean Percentage Score of all classes under study increased except the Science-Oriented Class with the same MPS with or without Filipino translation

DISCUSSIONS
Majority of Grade 10 students under study were able to understand and express themselves better in Filipino than in English. The use of Filipino language in assessments help students understand the Science concepts and thereby can better comprehend the questions in examinations. With Filipino translation, they give time to analyze the questions before answering rather than to guess the correct answer. From the findings, it can be concluded that students can understand Science concepts better when translated in Filipino.

KEYWORDS: Filipino translation, instructions, assessments, student perception

**Employing Simulation-Based Teaching in Developing Mastery Learning of
Grade 12 Students in Physics**

Jessa May C. Antonio, Department of Education

Abstract

INTRODUCTION
Mastery is a key factor that greatly affects a student's achievement and performance. To attain mastery, one should incorporate various teaching materials and strategies such as ICT integration and emphasizing active participation of students for a greater understanding of Physics concepts. For the pretest in Physics, 21 students are on the Beginning Mastery (BM) Level and 5 students are on the Nearing Mastery Level. Due to the alarming case of low mastery level result in Physics during pretest, a study was made to investigate what causes the problem and implement a strategy to enhance the students' performance in Physics. In addressing the concerns, the Project PhET Simulation is introduced to the competencies to increase the mastery level of Grade 12 GAS students in Physics subject.

METHODS
The study used a Quantitative Correlational Method employing purposive sampling in the identification of the respondents in the study. The respondents are 8 boys and 18 girls with a total of 26 GAS students in BNHS. A study showed that there were 21 students or 81% who are in the Beginning Mastery (BM) Level, 5 students or 19% are in Nearing Mastery (NM) Level, and 0 students in the Mastery (M) Level.

RESULTS
The result of the pretest shows that no students mastered the topics in Physics. In the post-test result, it revealed that there were 0 students who are under Beginning Mastery (BM) Level, 12 students or 46% who are Nearing Mastery (NM) and 14 students or 54% who have attained Mastery (M).

DISCUSSION
 The study implies that Project PhET was an effective innovation to increase the mastery learning of the students.

KEYWORDS: SIMULATION-BASED TEACHING, DEVELOPING MASTERY LEARNING, PhET SIMULATION

SUBMISSION ID: R013-SURSUR-0317

**Empowering Parent Teacher-Community Association of Tipas National
High School through Social Media Platforms**

Roselyn Balmes, Department of Education - Tipas NHS

Abstract

INTRODUCTION
This study focuses on empowering parent-teacher-community associations of Tipas National High School through social media platforms. The study aims to evaluate the characteristics of the Parent-Teacher-Community Association in terms of behavior, environment/platforms, purpose; the association's role in empowering the PTA community through the following social media platforms: Facebook, Facebook Messenger, group message, Twitter, and Instagram; the perceptions of the respondents in the utilization of social media platforms; and the proposed plan of activities to enhance Parent-Teacher Community Association to social media platforms. The nature of the PTA as private organization is to promote the highest degree of relationship and cooperation between the school and the community. The researcher conducted this study to strengthen the participation and awareness of parents regarding the events that take place in the school and the development and progress of their children through social media platforms.

METHODS
The respondents of the study are composed of 20 parents from selected Grade 7 to 8 and 20 teachers from Tipas National High School. The Descriptive Method was used in the study. The sample was selected using purposive sampling. To interpret the results, the following statistical tools were used: percentage and frequency distribution, weighted mean, and ranking.

RESULTS
Results of the study reveal that the respondents see social media platforms as opportunities for mutual progress in the PTA. Parents can keep track and be informed about PTA activities through social media platforms. They agree that all of the indicators are important in empowering the PTA community. The respondents believe social media platforms bring about harmonious relationship among the members of PTA community. The respondents also believe that social media platforms bring progress to the PTA community.

DISCUSSIONS
The Project E-PTA which include the social media platforms such as Facebook and Messenger were a successful program in empowering the PTA community. It fostered an atmosphere of cooperation, unity, and diplomacy through the introduction of the virtual reality. Learning and development of students were evident, brought about by the close interaction of PTA members upon utilization of social media platforms such as Facebook and Facebook Messenger.

KEYWORDS: empower, social media, platform, parent teacher community association (PTCA)

SUBMISSION ID: R04A-BATANP-0236

Empowerment Acts and Achievement Motivation: their Bearing on Schools' Performance in Sto. Tomas North District, Sto. Tomas, Batangas

Sandra Lee J. Trillado, Emelyn B. Galicia, & Jhonna Grace H. Manzanero,Department of Education - Sto. Tomas

Abstract

INTRODUCTION

This study is conducted to investigate the empowerment and the achievement motivation exercised by the school administrators in managing their schools. This is also an attempt to determine the schools' performance and its relation to the empowerment acts and the achievement motivation exercised by respective school heads.

METHODS

Participants of this study were select teachers and administrators of Sto. Tomas North District. The researchers employed Descriptive Research Design. The researches distributed survey questionnaires to the participants.

RESULTS

The findings reveal that there is empowerment of administrators in terms of democratic supervision, collegiality and collaboration, professional development, ethical teaching, inquiry and reflective feedback, diversity of teachers and learners, clinical supervision, formative teacher evaluation, curriculum supervision, and teacher action research.

DISCUSSIONS

The research focused on the teachers on Sto. Tomas North District. And there is a need for teachers to sustain and develop their competencies in all areas of teaching performance to attain high levels of proficiency. Based on the findings of the study, an action plan is necessary to enrich administrators' empowerment act and achievement motivation practices.

KEYWORDS: empowerment acts, achievement motivation

SUBMISSION ID: R04A-BATANP-1922

Enablers and Constraints in the Making of Action Research among Teachers of Dr. Maria D. Pastrana National High School: Basis for Writing Capacity Building Program

Maricel Ella, DMDPNHS

Abstract

INTRODUCTION

Teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st Century skills, and able to propel the country towards development and progress (Mercado, 2018). With this, it is a must that teachers engage in professional development. According to Jensen's report (cited on Merle, 2016), one of the effective Professional Development (PD) Strategies for teachers is conducting an action research that focuses on instruction.

METHODS

This study was conducted in Dr. Maria D. Pastrana High School involving 65 teachers. Relevant data for this study were gathered through the researcher's validated, self-devised questionnaire with three parts designed to reveal the teacher respondents' (1) demographic profile according to: age, position, highest educational attainment, length of service, number of action-research seminar attended, and number of action research made; (2) degree of familiarity of the teacher-respondents in action-research writing procedures/technical skills (questionnaire was adapted from Merle'sDepartment of EducationQuezon CARES with modifications on the Likert scale used; and (3) extent of availability and accessibility of research support system in their schools.

RESULTS

Results reveal that majority of the respondents were twenty-six (26) to thirty (30) years old, Teacher 1, Masters' Degree undergraduates, have been teaching for one (1) to five (5) years, have not attended any Action-Research Seminar, and have not made any action- research. In terms of familiarity with action-research writing procedures, majority are not that familiar with the analysis of statistical data. Support Systems were also available and accessible but in a limited range.

DISCUSSIONS

This study has a distinct contribution in capability enhancement that focused in the design of an action research. The output of this study is intended to be an essential material for school heads/principals in formulating an In-Service Training for teachers.

KEYWORDS: action research, technical skills, support system

Encouraging Hundred Percent of Parents to Attend and Participate in PTA Meetings of Primary Grades in Banga Elementary School

Maria Pena, Department of Education

Abstract

INTRODUCTION

We are all aware that most children have two main educators in their lives: their parents and their teachers. Parents play the role by choosing the right path in education and support their children to achieve their goals. Teachers mold the students intellectually, spiritually, and physically. Encouraging parents to participate in all school activities is a difficult task for the teacher but is necessary to achieve the highest level of development among learners. Without proper channels and communication between them, school achievements wouldn't be possible. This research focuses on how to encourage one hundred percent of Primary grades of Banga Elementary School parents to participate in school activities and provide interventions that will help parents embrace the needs and support for their involvement in every school activity.

METHODS

The researchers selected 152 parent respondents in Banga Elementary School. The researchers conducted surveys for parents. The parents identify different factors. The data analysis plan of the researchers includes, weighted mean, frequency, and percentage.

RESULTS

Results show that the following factors affect the parents' participation in school activities: work, distance from the school, parental duty at home, and parent and teacher communication. Time is a crucial factor for teachers as well as parents. Announcements of PTA meetings or any other school-related activity should be announced as early one week in order for parents or guardians to prepare themselves in anything that they are doing at home or workplace. Teachers must also communicate regularly with parents through various means, providing written information in the parents' native language. School, teachers, and parents must sit and talk about the schedule of parents that need some adjustment in response to the issues that arose from the issue that most parents are not able to attend meetings and participate in different activities because of work and time management. Parents must be encouraged to come to school even without meetings to discuss and find time for them to realize that they have special functions and participation to every school activity involving their children.

DISCUSSIONS

The result shows that there must be a good understanding between parents and teachers in terms of communication through various means that will facilitate adjustments in time and schedules in order to achieve 100% active participation and support of the parents in school for their children's welfare.

KEYWORDS: special function, time management

SUBMISSION ID: R04A-BATANP-0787

Engagement Packet versus Technology-Enhanced Instructional Materials in Mathematics for Grade 9 Students

Josephine Ramos, Department of Education

Abstract

INTRODUCTION

This study was conducted to determine the effectiveness of the Engagement Packet (EnPac) and the Technology-Enhanced Instructional Materials (TEIMs) in the performance of Mathematics of Grade 9 students. Students' scores in the numeracy test, first quarterly assessment test, second quarterly assessment test, and pre-test were used to form two experimental groups using t-test of independent samples.

METHODS

This study utilized an Experimental Method of research using Posttest-Only Control Group Design. The first experimental group was taught using the Engagement Packet while the second group was taught using the Technology-Enhanced Instructional Materials. The EnPac contained activities and strategies in the form of games and puzzles while PowerPoint presentations, Internet, and Videos were integrated in the TEIMs. After the conduct of the experiment, the posttest was given and served as the evaluative measure to compare the academic performances of the two experimental groups. The mean scores of the EnPac group and the TEIMs group were compared using t-test for dependent samples. Also, using a researcher-made questionnaire, the levels of interest of the respondents in the two treatments were determined and compared.

RESULTS

Findings showed that there was no significant difference between the mean scores of the two experimental groups in their entry-level performances. The posttest revealed that the EnPac group got a higher mean score and students from this group performed better than students from the TEIMs group. It was also found that there was a significant difference between the posttest's mean scores of the two group of respondents. The researcher concluded that games and puzzles in the engagement packet helped in the improvement of students' academic performance in Mathematics. The respondents in both groups were extremely interested in using the Engagement Packet and the Technology-Enhanced Instructional Materials.

DISCUSSIONS

The researcher recommends the use of games and puzzles of EnPac to encourage students' active participation and improve academic performance in Mathematics. The Mathematics teachers may adopt the use of the engagement packet in teaching Exponents and Radicals. Games and puzzles may be integrated in teaching to encourage students' active participation and improve academic performance in Mathematics.

KEYWORDS: engagement packet, games and puzzles, technology, instructional materials, academic performance

SUBMISSION ID: NCR1-MALABO-0001

Engaging Kindergarten Learners to Logic Using Manipulatives

Rowena Laluna

Abstract

INTRODUCTION
Teaching Kindergarten is a very challenging role for teachers. Kindergarten children as young learners are not behaviorally developed and have difficulty paying attention for a significant period of time. In Alupay Elementary School, Kindergarten teachers have considered an extra mile in teaching Kindergarten logic this year by using concrete manipulatives. This piece of work therefore is considered as an assessment of the effectiveness of the use of manipulatives in teaching Kindergarten learners to discover different possibilities on how to equip the preschoolers the skills they need and prepare them to be globally-competitive in the future.

METHODS
The researcher employed the Descriptive Method while targeting the concerns of Kindergarten learners of Alupay Elementary School, one of the schools in the East District of Rosario, Batangas. The primary source of data is the results of a teacher-made test in Logic administered to the Kindergarten learners.

RESULTS
Results reveal that objects such as balls, boxes, plates, and glass are used by teachers in teaching logic. It can also be gleaned that the teachers also use cut-out shapes and pictures, blocks and cubes, pattern blocks, coloring books, and story boards. Science apparatuses such as beakers and graduated cylinders are used to show the volume of water. When it comes to students' performance in the teacher-made test, majority of the learners got perfect scores with grouping objects getting the highest number of learners with perfect scores. However, figures also revealed that more or less 30% of the learners got 1 out of 3 points in items that suggest that learners create own patterns and transform/translate patterns from one form to another. The average score garnered by all learners (n=77) is 2.49.

DISCUSSIONS
The results revealed that the use of manipulatives can be of great help for student learning. However, there are still competencies where Kindergarten learners of Alupay Elementary School have to develop. Thus, the researcher suggests a program "MATHALINO" that encourages the use of virtual manipulatives that are suited for the 21st Century learners. It also includes activities that promote higher engagement of students in lessons for maximum learning potential.

KEYWORDS: manipulatives, logic, descriptive method, arithmetic

SUBMISSION ID: R04A-BATANP-2215

Engaging Media Literacy in Developing the Critical Thinking Skills of Junior High School Students through Symposium

Analiza Porto

(Adviser: Eric Hernandez)

Abstract

INTRODUCTION
Media literacy is a great tool in developing every aspect of life but can be dangerous if not used responsibly. Public schools try to engage learners in learning its concepts but the lack of a functional computer facility makes them stagnant in theories alone. In this study, the researchers propose a symposium as aid for engaging students in media literacy. During the course of event, students will give a presentation and application of their learning to develop their critical thinking skills as well.

METHODS
Using an Action Research Design, the results were compared and analyzed. A pretest was done to determine the level of knowledge students in media literacy. A posttest was also facilitated after several symposiums.

RESULTS
Many respondents who participated in the study perceived that symposiums can be effective in engaging Junior High School students. As the event requires, they became aware of the advantages, disadvantages, and limits of using media. Exercising this skill on a timely basis developed and transpired their motivation in diversifying the use of media in a more complex and worthwhile one. It also explored various ways of using media literacy to keep the momentum and scale up media coverage on different issues.

DISCUSSIONS
The results demonstrate students' attraction and focus on symposiums as sources rather than reading outdated materials alone. Acquiring a skill and making a sense of its meaning enabled them to not just see, hear, watch, and read from media but also learn from it.

KEYWORDS: media literacy, symposium, critical thinking skills

Engaging Senior High School Students through Competitive Collaboration

Leila Seco, Banaba West National High School

Abstract

INTRODUCTION
Engaged students are successful learners because they can perform better and can help their peers learn more. It is important that teachers know how to manage the students' learning state and help them overcome "academic burnout" (Rahmati, 2015). This paper describes the impact of competitive collaboration on the engagement of Grade 12 students of Banaba West National High School. It also describes the challenges met, the problems encountered, and the insights gained on the utilization of the strategy.

METHODS
This Qualitative Action Research proceeded in three steps which are useful in collecting attitudinal data: (1) researcher's observation on the conduct of competitive collaboration strategy in class, (2) interviews, and (3) focus group **DISCUSSIONS**. Thirty-nine (39) 12th Grade students aged 17 to 21 took part in the study. The methods used focused on the participants' experiences of competitive collaboration and their impact to their engagement. Triangulation was used to improve the credibility of the findings of the study.

RESULTS
The students reported that they found competitive and collaborative games to be effectively engaging activities. They also perceived that collaborative competition had a positive impact on their learning outcomes. They thought that the strategy provided them with feedback and an opportunity for self-evaluation in a number of areas, including their creative skills. While the majority deemed it an effective learning experience, some students noted its negative impact on educational value. The students noted being out of focus because they enjoyed the competition. Others saw challenges such as uncooperative members and those who make their classmates more confused in learning. Overall, students felt that competitive collaboration is an effective strategy as it led them to positive anxiety, resulting in enhanced engagement during the learning process.

DISCUSSIONS
Competitive collaboration can offer a valuable formative tool to educators to enhance student motivation for better learning outcomes. The findings of this action research remain exploratory in nature. More confirmatory studies may be done to further confirm the findings. Unlike other researches, competition and collaboration were not presented as mutually exclusive terms but as complementary concepts that educators may use to engage learners.

KEYWORDS: Competition, Collaboration, Classroom Games, Motivation, Coopetition

English as a Medium of Instruction in Science: Determinant for Failure and Success of Multilingual Students

Phel Christian M. Padilla, Quirino General High School

(Adviser: Merlvin D. Ignacio)

Abstract

INTRODUCTION

Filipinos are known to be good in English, making Filipinos in-demand in the global market. As a result of such impressive potentials, a fluctuating number of Filipinos is eager to pursue the usage of English language on a daily basis, especially in the medium of learning. Hence, many researchers believe and proved that the ability to use two or more languages may actually serve as an important resource in the learning process. The Philippines alone has many emergent multilingual students who have the ability to speak multiple languages and as mentioned earlier, multilingualism opens a lot of doors to opportunities and developments especially in the field of education. Corollary to this, the researchers looked into the effects of English as a medium of instruction in Science to the multilingual students of Quirino General High School.

METHODS

This qualitative research is a case study. Purposive Sampling was used to identify the potential participants from Grade 11 multilingual students for the study. A semi-structured interview was performed to gather data from respondents. Finally, with the use of the responses of the participants, data analysis was conducted through value coding and thematic analysis.

RESULTS

When the respondents are asked how mastery of English language determines failure and success of multilingual students, two themes where formed: (1) determinant for failure (inability to understand and being left behind) and success (better understanding and mastery of subject).

DISCUSSIONS

The study found out that English language plays a big role in learning Science as a subject. Participants comprehend the lesson better in Science when the English language is used. The researchers also determined the problems encountered by the participants which include the use of jargons and lack of knowledge on what words to use.

KEYWORDS: English, medium of instruction, Science, failure, success, multilingual students

SUBMISSION ID: R002-QUIRIN-0022

English Competencies and Language Performance of Grade 8 Students of Batangas National High School

Joemarie Ebora

Abstract

INTRODUCTION. English as a subject is concerned with developing competence. This study intends to investigate the level of English Competencies in terms of listening, speaking, reading, writing, and viewing skills of select Grade 8 students. It also covers the level of language performance in terms of performance task, quarterly assessment, and written work. The problems encountered in teaching English competencies were also considered. Moreover, the constraints of select Grade 8 students in English Competencies and language performance were also determined.

METHODS
The study made use of descriptive type of research with a researcher-made questionnaire as the main instrument in gathering data. In addition, interviews were also conducted to substantiate the data gathered from the questionnaire. The study involved all 240 select Grade 8 students and 10 Grade 8 English teachers of Batangas National High School. Percentage, frequency, distributions, and mean were the statistical methods used. The Pearson – r-Moment of Correlation was also used to determine the relationship of the constraints.

RESULTS
Based on the results, it was revealed that the level of teaching competence as assessed by the students was high. This is a clear manifestation of efficiency of teachers. Moreover, students have satisfactory levels of language performance. Findings also indicate that the problems encountered in teaching English competencies by the teachers were lack of textbooks, lack of students' confidence, use of ICT in the classroom, poor reading comprehension of students, easily disturbed students, and lack of teacher's guide.

DISCUSSIONS
Proposed intervention activities were prepared. The intervention activities may be used as testing materials for improving performance. From the findings and conclusions of the study, the researcher offered the following recommendations: (1) teachers are encouraged to prepare materials in the absence of textbooks suited for learners to get involved in the lesson and to achieve the goal of the teaching and learning process; (2) teachers are recommended to provide more activities that can help to boost the confidence of the students especially in speaking English; and (3) funds for ICT materials should be made available to support the need in every classroom.

KEYWORDS: Competencies

SUBMISSION ID: R04A-BATANC-0389

English Instruction in Grade 4 in the Public Elementary Schools in Aglipay District

Marilou P. Madamba, Aglipay West Central School

Abstract

INTRODUCTION

The English language is important to the learning growth of Filipino Students. This is because most of the subjects that are taught in school use English as medium of instruction. The objective of this research is to find out the depth of understanding and knowledge of teachers teaching English 4 in the District of Aglipay and how they relate it to the learning process of the Grade 4 students. This study seeks to determine the extent of realization of the general objectives of English 4. The teaching described in terms of methods, techniques, strategies and approaches, learning materials, assessment tools, administrative, and supervisory supports including the setbacks encountered will also be determined.

METHODS

The Descriptive Survey Method is used in this research. The researcher used questionnaires as the dominant data gathering instrument with the unstructured-interview as the secondary instrument to check and countercheck the validity and reliability of the data gathered through the questionnaire. This study has a total of 29 teacher-respondents coming from the 29 public elementary schools in the District of Aglipay.

RESULTS

The teachers are effective in teaching English to Grade 4 students. They use different innovative methods in order to deliver lessons so that the students will appropriately learn. They also use modern technology to help them conduct lectures. Although they are met with challenges, they are filling the gaps with their enthusiasm and willingness to teach. The students also face different hindrances in learning English due to their marginal exposure in speaking the language. This is because they are not used to speaking English. Their families are not keen on using English as a language of communication in their homes. This is also true with their peers. Also, some students become absentees themselves due to a variety of reasons.

DISCUSSIONS

Teachers teaching English are confronted with various challenges. The teachers should have proper knowledge and skills, attitudes, and awareness, which are key ingredients in the teaching-learning process. They should conduct remedial teaching to those who lack comprehension skills. Home visitation is also recommended. Administrators should look into the problems on dearth of instructional materials. School heads should give priority to supervision of their teachers at work to help them improve their teaching competencies.

KEYWORDS: English Instruction, Language, Performance

SUBMISSION ID: R002-QUIRIN-0133

English Language Attitude and Oral Communication Proficiency of Grade Eleven Senior High School Students in Infanta National High School: Basis in Designing a Language Intervention Program

Reymund Caparros, Infanta National High School

Abstract

INTRODUCTION

Despite of the modern trends in foreign language instruction, decline in English language proficiency is still evident. Poor oral communication competence among college students can be traced back from the training they had during high school. One of the factors that affect proficiency is their attitude towards the English language. This study focuses on exploring the attitude towards the English language and their oral communication proficiency. Specifically, it is intended to assess the attitude of the students towards English language and the level of their oral communication proficiency. Moreover, the study wants to determine if a correlation exists between the students' attitude toward English and oral communication proficiency. This has an end view of formulating a program to maintain and enhance the proficiency level of the students in oral communication.

METHODS

The researcher randomly selected 125 respondents out of 182 Grade 11 students through Slovin's formula. This study employed a descriptive type of research and used a self-constructed questionnaire and oral assessment rubric as tools in gathering data and information. Data gathered were analyzed and interpreted using statistical tools such as mean and Pearson Product-Moment Correlation Coefficient.

RESULTS

Results suggest that the respondents have a positive attitude towards English language and have proficient level of oral communication. Furthermore, a significant relationship between the respondents' attitude toward English language and their oral communication proficiency level exists.

DISCUSSIONS

The result affirms that attitude towards English language have a significant relationship to oral communication proficiency. English teachers must be creative to come up with different activities that will reinforce oral communication among students. Learning to speak a foreign language starts with a formation of positive feelings toward the language instead of pressure, stresses, and inhibitions.

KEYWORDS: English Language, Attitude, Oral Communication, Proficiency, Intervention Program

English Language Competencies of Elementary Student Journalists

Maricor Bobotioc, Department of Education - Rizal

Abstract

INTRODUCTION

Each of us can write and speak in our own ways but not all of us have the skills to write creatively and speak with confidence. Different abilities and performance levels and this study will show how campus journalism affects students' performance in English. Exposure to campus journalism can have a big impact on the students to be more confident in other fields of writing. According to Flores (2015), campus journalism serves to strengthen the ethical values and encourage the creative and critical thinking of the Filipino Youth.

METHODS

This study used the Descriptive Method of research. This method tested and answered the questions concerned in the subject of the study. The respondents of the study are the fifteen (15) members of the school publication of Sampad Elementary School in Cardona Rizal. The results of the study were based on the results gathered from the respondents.

RESULTS

Results show that membership in a school publication is significant for the student's English competency. Being a member of school publication advances a student's skills in terms of writing.

DISCUSSIONS

Based on the results of the study, membership in a school publication is a significant factor affecting oral and written skills of a student. In addition, being a member of the school publication is of great help for students to become competent in English. Results show how most of the members got excellent ratings.

KEYWORDS: Journalists, campus, publication

SUBMISSION ID: R04A-RIZALP-0486

English Language Competencies of Grade 3 Pupils in Bagbag Ii Elementary School, Rosario, Cavite

Deserie Joy Panaligan, Department Of Education

Abstract

INTRODUCTION
English language competencies are important in the teaching and learning process wherein English is the medium of instruction. They determine how students will be able to understand, critically examine, and analyze knowledge pertaining to their subject. According to Blooms International (2013), English is the gateway to a world of knowledge, commerce, and culture, a lingua franca that gives a student access to the world in a way that other languages do not.

METHODS
The Descriptive-Correlational Method was employed in this study which involved the collection of data in order to answer queries concerning the student's English language competencies in Bagbag II Elementary students. The researcher adopted a questionnaire as a tool in gathering data.

RESULTS.
Based on the findings, there is no significant difference on the level of students' language competencies when grouped according to gender. There is no significant difference on the level of students' language competencies when grouped according to age. There is a significant difference between the ratings of parents with different educational attainment. There is no significant relationship among students' language competencies and academic performance to gender. There is no significant relationship among student's language competencies, academic performance, and profile to age. There is significant relationship among students' reading competency, academic performance, and profile as to parents' educational attainment.

DISCUSSIONS
The researcher recommends that future researchers to utilize the results as a baseline data for his or her related research. The administration should organize trainings that will benefit English teachers such as communicative language training program to gain more strategies and insight in teaching English language to their pupils. School programs and activities that will showcase students English Language competencies must be created.

KEYWORDS: English Language Competencies, Reading Competencies, Listening Competencies, Writing Competencies, Speaking Competencies

SUBMISSION ID: R04A-CAVITP-0614

**English Language Proficiency and English Language Learning Difficulties
in Reading among Grade 7 Students of Infanta National High School,
Infanta, Quezon: A Basis for Intervention**

Carla Villamater, Infanta NHS

Abstract

INTRODUCTION
The fact that language is dynamic and that it has undergone many variations and alterations over the years poses a lot of difficulties on the part of foreign language students in the primary, secondary, and tertiary levels. This becomes a challenge for high school teachers, particularly the English Language teachers for they are the ones in-charge of bridging the gap between the students' language learning and language proficiency. Thus, the results of the annual conduct of Philippine Reading Inventory which is done to determine the reading skills and the language proficiency of students revealed that there is indeed a problem in the English language education.

METHODS
Descriptive-Quantitative Method was used in this study. It also made use of researcher-designed questionnaire. The researcher used Random Sampling Technique and the Slovin's formula to determine the number of respondents. Grade 7 students served as respondents. Since they are neophytes in school, it is imperative that they be diagnosed in terms of their English language proficiency and learning difficulties in reading.

RESULTS
The study revealed that academic performance and language proficiency of students are related to each other. It also showed that majority of the respondents were average learners while only a small percentage can be considered exceptional learners. Most students have average language proficiency while no one can be considered to have absolutely no mastery. Likewise, none from the respondents can be considered to have mastered the use of the English language.

In terms of language proficiency and reading difficulties, the respondents manifested skills in identifying the synonyms and antonyms of words presented in the text. They also showed proficiency in literal comprehension. On the other hand, they struggled in the following: using context clues in arriving at the meaning of words, rules of grammar, inferential and critical comprehension, and drawing conclusions.

DISCUSSIONS
The study showed that there is indeed a gap between language learning and language proficiency. Thus, the results demonstrate the strong need to craft a sustainable language and reading program that would serve as a roadmap to address the problems in teaching English subjects. Furthermore, the plans should be monitored, tested, and validated to ensure their effectiveness through related studies to be conducted in the future.

KEYWORDS: English Language Proficiency, Learning Difficulties, Academic Performance

English Only Policy and its Effect on the Classroom Participation of SHS students at ETTMNHS-ISHS

Jackie Alaine P. Mabulac, Mitchie C. Delen, & Kenneth B. Bautista, Department of Education - ETTMNHS

Abstract

INTRODUCTION

Today, as the world changes, the system of communication upgrades as well. Through the English Only Policy or EOP, a number of language teachers want to improve the communication skills in English of their students. However, studies that show the effect of EOP on the classroom participation of SHS students are limited, specifically in ETTMNHS-ISHS. This research aims to contribute to the existing literature of learning English as a second language and the effect of a specific strategy to attain the goals of language learning.

METHODS

The sampling technique that was employed in this study is Simple Random Sampling involving 75 participants of which the English Only Policy is applied to their respective classes. A validated Likert scale on classroom participation was used as the instrument.

RESULTS

Data revealed that, in general, English Only Policy has both positive and negative effects on the student's participation. Majority of the participants agreed that EOP affects their participation positively such as it helps them to conquer their fear in terms of reporting. Also, the participant's competencies using English Language greatly improved. However, the respondents reported that there are negative effects on their class participation such as, reporting makes them anxious due to the implementation of the EOP.

DISCUSSIONS

Findings from this research study provides a glimpse of the advantages and disadvantages of implementing the English Only Policy inside the classroom. The decision on whether to continue the implementation of the said program lies between weighing the pros and the cons of the program. Moreover, further research focusing on the effect of the program on one's actual academic performance in English should be taken into account in order to fully understand the impact of EOP on one's English learning competencies.

KEYWORDS: English Only Policy, Classroom Participation

English Proficiency of Elementary School Teachers, Pupils' Reading Comprehension Level, and National Achievement Test (NAT) Performance

Fedis Marie Malacas, Department of Education - Mamatid ES

Abstract

INTRODUCTION

In public schools, the English language has been used for three major subjects such as English, Mathematics, and Science. Teachers need to be proficient in the English language for them to be able to teach the major subjects effectively. There has been this belief that teachers' English proficiency affects pupil's proficiency of the language. Teachers' proficiency in the subjects they teach including competence, as well as students' readiness to absorb what is taught them, must be the focus in knowledge transmission through communication. Toward this end, the Department of Education through the National Education Testing and Research Center issuedDepartment of EducationMemorandum No. 12, S. 2012, on the administration of the Test of English Proficiency for Teachers (TEPT) to all permanent public-school teachers.

To be able to help teachers upgrade their communication skills and English proficiency, a lot of trainings and assessments were designed by the Department of Education. However, the results of the Test of English Proficiency for Teachers revealed that the quality of teachers and their grasp of English are deteriorating. Most often, Filipino teachers do not have the proficiency in using the English language. This study is aimed to determine the relationship of Level of Teachers' English Proficiency, the Pupils' Reading Performance, and the National Achievement Test (NAT) performance of the pupils in Mamatid Elementary School.

METHODS

This study used Descriptive Evaluative Design which determined the relationship between the level of the teachers' English proficiency to the reading performance and the National Achievement Test (NAT) performance of the elementary pupils. Another research design of this study was the Documentary Analysis used to determine the reading performance of the elementary pupils and the level of the English proficiency of teachers

RESULTS

Results revealed that the mean percentage score of teachers' English proficiency level in three macro skills (Reading, Writing, and Grammar) is categorized as Moderate Proficient and Low Proficient. It means that teachers' English proficiency is not the only factor that contributes in improving reading performance of the pupils. Moreover, the mean percentage score of teachers' English proficiency level as categorized by moderate and low proficient explicates that the recorded significance to the increase in NAT results for Grade 3 and Grade 6 pupils can be partly explained by the aforementioned proficiency of the teachers. It means that the resulting small percentage can be translated to the amount of effort exerted by the teacher towards increase in NAT performance in school.

DISCUSSIONS

Teachers in Mamatid Elementary School have Moderate and Low Proficiency Level of the English language. They have difficulties in three macro skills of proficiency such as Writing, Reading, and Grammar. The pupils' improvement in reading performance was made possible through teachers' persistence in planning, designing, and implementing reading programs. The teachers' English Proficiency Level is not significantly related with the reading performance of the pupils. This means that being proficient in the language is not a guarantee for making the pupils good or bad readers. Teachers' dedication towards work, compassion to pupils, techniques, and strategies of teaching are still significant contributing factors in pupils' understanding of the concepts to become good readers.

KEYWORDS: English proficiency, macro skills, Reading Performance

SUBMISSION ID: R04A-CABUYA-0034

English Proficiency of Grade Ten (10) Students of Calatagan National High School, Calatagan, Batangas: Basis for the Proposed Action Plan in English

Marlou Derige, Department of Education

Abstract

INTRODUCTION
Due to the poor performances of students in the English subject for years, the researcher was compelled to conduct a study regarding the English Proficiency of Fourth Year High School Students of Calatagan National High School, Calatagan, Batangas which will be used as an important basis for a proposed action plan to address the issues.

METHODS
The study used descriptive research to assess English proficiency among fourth year high school students. A questionnaire was the main instrument used in this study. Its principal aim was to describe the nature of the situation as it existed at the time of the study and to investigate the level of English proficiency of fourth year high school students.

RESULTS
The study showed that students learned much of the five (5) macro skills: listening, speaking, reading, writing, and viewing but among the five, they all loved to listen as evidenced with a weighted mean of 5. Furthermore, the study also showed that there were no significant differences on the responses of student-respondents on the English proficiency of students when they are grouped according to their profile variables.

DISCUSSIONS
Despite positive results, certain priorities must be set in order to improve the students' English proficiency particularly in reading and in writing. English teachers must continue looking for best approaches to be used when teaching these two macro skills.

KEYWORDS: proficiency, macro skills, literacy, approaches, variables

English Reading Difficulties of Grade One Pupils: Basis for Multimedia Instructional Intervention Scheme

Rhodora Villarama, Department of Education - San Juan East

Abstract

INTRODUCTION
Problems in reading can affect performance across several academic content areas, occupational endeavors, and other functional skills that are used in everyday life activities. The task of the school teachers is to define those problems, targets interventions to address the problems, and help implement and evaluate those interventions. In this study, the researcher describes the characteristics associated with reading difficulties to develop a Multimedia Reading Instructional Reading Scheme that will focus on the improvement of the reading abilities of the learners.

METHODS
In order to better understand the nature and cause of the problem, the researcher utilized several methods. Respondents were randomly selected and grouped into two: The Grade One teachers and the pupils since they are directly and indirectly involved in English reading instruction. Data were collected through profiling and data analysis of the Phil-Iri and SReA results. Findings from these processes were synthesized, tabulated, and encoded based on the specific problem raised.

RESULTS
Most of the pupil-respondents obtained a "Not Ready" level in the SReA. This means that the beginning level or competencies of most grade one pupils is "Not Ready" for school across the different developmental domains, gross and fine motor, receptive/expressive language, cognitive domain, and socio-emotional domain. The result of the Phil-Iri revealed the low reading level of the pupils for the last three years. It reflects that the reading level of most grade one pupils need to change in teaching strategies and reading curriculum.

DISCUSSIONS
As the results were interpreted, a Multimedia Instructional Intervention Scheme based on the existing English textbook and learning objectives in teaching reading in the K to 12 Enhanced Basic Education Curriculum will be developed. It consists of varied motivation and engaging reading exercises on CD through PowerPoint presentations that will help beginning readers to read in a step-by-step individualized manner.

KEYWORDS: multimedia, reading scheme

SUBMISSION ID: R04A-BATANP-1610

English Speaking Difficulties Encountered by Science, Technology, and Engineering (STE) Students in Batangas National High School

Rizza M. Ebora, Batangas National High School

Abstract

INTRODUCTION
English is the primary language of several countries and is widely spoken around the world. It is the language that people turn to when they cannot understand each other's tongues. However, learners' lack of self-confidence is linked to their poor proficiency in various language skills. In this study, the English-speaking difficulties and their factors will be identified.

METHODS
This study made use of a descriptive research design. In gathering data, the researcher conducted interviews wherein the respondents' own words were recorded and analyzed to identify the respondent's English-speaking problems.

RESULTS
It was found out that (1) the English-speaking difficulties encountered by the students were: repetition of words, expressing ideas clearly, following the basic rule of grammar, and pronouncing of words; (2) the factors that affect students' English-speaking performance were: English teachers and their rules, low self-confidence, nervousness, and fears towards being bullied; (3) the study showed that among 24 respondents, there were 13 respondents or 54.17% who found speaking English is an easy task, seven respondents or 29.17% were average English speakers, three respondents or 12.5% were challenged by speaking English, and only one student or 4.17% was poor in speaking English.

DISCUSSIONS
The STE students' English-speaking skills are expected to be exemplary. Nevertheless, the results reveal that they are average English speakers. This showed that they still need to enhance their speaking ability. This action research has produced plans and activities for the improvement of the English-speaking abilities of the STE students in Batangas National High School.

KEYWORDS: Speaking difficulties, Performance, Level of difficulties, Competence, Speaking exercises

English Speaking Policy in Improving the Oral Communication Skills of Grade 5 Diamond Pupils and Teachers in Sta. Maria Elementary School

Rodelia Dinglasan, Fritzie B. Silang, & Rowena A. Azucena, Sta. Maria ES

Abstract

INTRODUCTION

The importance of English language in today's globalized world is of great value. It is a universal passport to vast opportunities for better achievement in education and a tool to communicate effectively. In this study, we assessed the extent of acceptance of pupils and teachers on how the English-Speaking Policy improved the verbal communication of both pupils and teachers in Sta. Maria Elementary School.

METHODS

The researchers distributed questionnaires, collected the data, tabulated, and analyze the results and came up with the idea of the benefit of the English-Speaking Policy. The assessment lasted for one week. A total of 43 pupils and 20 teachers took part in the survey questionnaires.

RESULTS

The results reveal that the campaign enhanced the ability of teachers to use English as medium of instruction in teaching subjects like Science, Mathematics, and English. It motivates the habit of speaking English while in school, at home, and in the community. Above all, the English-Speaking Policy enables pupils to develop oral communication. It is believed that the English-Speaking Policy helped and improved the pupils' and teachers' performances in oral communication

DISCUSSIONS

The results proved that the English-Speaking Policy expanded the oral communication skills of both pupils and teachers. The activities that can enhance the speaking skill should be practiced regularly by using the language in interacting inside school premises, at home, talking to peers, writing journals, group presentations during the learning process, and E-learning sessions. Despite the problems encountered, the English-Speaking Policy should be pushed through to overcome difficulties and become a successful campaign.

KEYWORDS: Communication, Speaking, Acceptance, Assessment, Difficulties

SUBMISSION ID: R04A-BATANP-1453

English Writing Skill Level of Grade 10 STE Students of Looc Integrated School: SY 2018-2019

Maura Vivas, Looc integrated school

Abstract

INTRODUCTION

In today's world, English writing is a complex cognitive activity in which the writer is required to demonstrate control variables simultaneously. Strong skills may enhance students' chances for success. Good writing skills are needed for all students in order to accomplish their educational requirements and employability. Thus, this study's objective is to investigate the relationship between the socio-demographic profile, attitude, and writing strategies and students' performance in literary and technical writing.

METHODS

This study used the Convenience Sampling to determine the level of writing skills of the Grade 10 STE students in English in terms of socio-demographic profile, attitudes, and writing strategies. Pearson Product Moment Correlation was used to determine the significant relationships between the socio-demographic profile, attitude, and writing strategies and performance of students in literary and technical writing.

RESULTS

Based from the data gathered it was found out that the socio-demographic profile, attitude, and writing strategies of the respondents has a significant relationship between their performance in literary and technical writing. This implies that, good performance in literary writing means a good performance in technical writing.

DISCUSSIONS

The result demonstrated that the learners' writing skill levels would help English teachers handling writing subjects in developing writing strategies suitable to the needs of the students.

KEYWORDS: writing, socio-demographic profile, attitude, writing strategies, teachers, students

SUBMISSION ID: R04A-CALAMB-0406

Enhance Second Language Vocabulary Sights Level through Interactive Strategies of Grade Five Pupils at Paaralang Elementarya ng Janaojanao

Ma Lina Fatima D Sagaral & Josephine L Sacristan, Department of Education - Elementary

Abstract

INTRODUCTION

Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge. In this study, the researchers classified effective and efficient strategies to improve pupils' knowledge in second language. Different teaching strategies and methods are implemented in the K-12 Curriculum but despite that, teachers must choose and execute the most appropriate strategies for their learners. That's the reason why the researchers decided to study how effective interactive strategies are to improve second language vocabulary sights of their pupils.

METHODS

The researchers identified their respondents based on different criteria and utilized Stratified Random Sampling Technique. Multiple data-gathering procedures were used namely: list of 1000 vocabulary sights, checklist, questionnaire, and proposed interactive teaching strategies. Also, the following data gathering tools were used: focus group discussion, survey method, and retrospective interview guide to achieve the goals of the study. The tools and gathered data were prepared, validated, distributed, tallied, and interpreted to identify and determine the second language vocabulary sights of pupils and discover the proposed interactive strategies in teaching second language vocabulary.

RESULTS

The various difficulties faced by the students are as follows: (1) almost all of the students have difficulties pronouncing the words, (2) how to write and spell, (3) various grammatical forms of words known as inflections, (4) difficulties in choosing the appropriate meaning of the words, (5) confusion in using the word based on the context, and (6) students were also confused when they found words or expressions that were idiomatic. The Interactive Strategies suitable in enhancing second language vocabulary sights levels as perceived by Grade Five pupils are student pair activities, game activities, and brainstorming. Ninety percent (90%) of the respondents improved their vocabulary sights level.

DISCUSSIONS

Learning new vocabulary is not simply a matter of asking students to open a dictionary or their mobile apps. In explaining new terminology, dictionaries sometimes use words that themselves need clarification. This can become a frustrating, vicious exercise for the learner. It is hoped that frequent use of interactive teaching strategies will help to make vocabulary enrichment more exploratory, interesting, enlightening, and of practical value to our pupils.

KEYWORDS: Second Language, Vocabulary, Interactive Strategies

SUBMISSION ID: R04A-BATANP-2131

**Enhance the Academic Performance of Grade 6 Pupils of Dayap
Elementary School-Annex through Educational Television**

Riza Alcantara, Dayap Elementary School - Annex

Abstract

INTRODUCTION
The main objective of the study is to enhance the academic performance of Grade 6 Pupils of Dayap Elementary School-Annex through Educational Television Viewing Programs. Some of the specific issues identified are (1) description and **INTRODUCTION** of the ETV Program, (2) how the use of the ETV Program was introduced to Dayap Elementary School-Annex, (3) advantages and disadvantages of the program, and (4) the effects of using videos as supplementary teaching tools among Grade 6 pupils.

METHODS
The study made use of the descriptive type of research. The major instrument used for data gathering was the self-administered questionnaire. The data collected were organized, tallied, and tabulated. These were treated with the use of frequency distribution, percentage, and weighted mean.

RESULTS
Based on the information gathered by the researcher, it has been concluded that ETV Programs are beneficial instructional tools in teaching related subjects. ETV as a supplementary tool for teaching benefits both teachers and students. Teachers were able to improve their teaching strategies and students improved their visual skills interaction.

DISCUSSIONS
Based on the findings and conclusions drawn, the researcher recommends that the school administrators/teachers should put their efforts to bring these educational programs to each of their respective schools for the benefit of the students and teachers. The government should also fund and look for ways to equitably allocate audio materials to make the ETV Programs accessible by all schools in the country, especially those schools in the remote areas.

KEYWORDS: Educational Television, Academic Performance, Enhancement

SUBMISSION ID: R04A-LAGUNA-0238

Enhancing the Handwriting Skills of Select Grade One Pupils of San Felix Elementary School through Graphological Approach

Rocelyn Preciosa, Division of Laguna, District of Victoria, San Felix Elementary School

Abstract

INTRODUCTION
Handwriting is very important in the learning process of pupils. There are many approaches that can be used to develop the handwriting skills of the learners especially in Grade 1. Graphological approach is applied in this study. This approach is based on the hand and finger movements used to form the letters. It is particularly helpful for learners with poor fine motor skills or who need extra practice to develop and correct letter formation. In this kind of approach, the teacher gives different exercises in developing the handwriting skills of the learners. The teacher introduces letter formation which involves providing learners with opportunities to talk about the names and features of letters and the sounds they represent. This enhances letter recognition in text. When learners practice forming letters, they develop a visual and motor memory based on each letter's important features. Looking at the letters and undertaking the movement of writing then helps learners see and feel how each letter is formed and fixing the letter in the learner's visual memory for future identification and reproduction.

METHODS
The researcher used tracing letter guides to develop the handwriting skills of the pupils. The activity was conducted during remedial class. The pupils were given tracing letter guides. The researcher showed the proper strokes in writing a particular letter, its corresponding sound, and then let the pupils do the activity. The pupils needed to be familiar or have mastered writing a letter before proceeding to the next letter.

RESULTS
After the implementation of the study, the result shows that there is improvement in the handwriting of select Grade 1 pupils.

DISCUSSIONS
One of the macro skills that learners must acquire in school is writing. Pupils can communicate among themselves through this skill. Improvement in academic performance will definitely be achieved.

KEYWORDS:

Enhanced Digital Learning Experience in Solving Math Functions through Augmented Reality

Sandy G. Sapong Jr., Department of Education - SPLNHS

Abstract

INTRODUCTION
ICT integration in Mathematics education provides teachers with integrative teaching methods that motivates student learning and active participation. However, this promising practice is dependent on various factors such as teacher's expertise and student's attitude towards ICT materials. It is a challenge to look for appropriate ICT materials and let the students understand basic mathematical concepts. The researcher believes that augmented reality is the key to address these challenges.

METHODS
The researcher utilized augmented reality using mobile devices as direction for his action research. Mobile apps like Photomath provides digital solving steps and graphs while Augment displays 3D models of Mathematical functions using trackers. Using an AR worksheet, 27 students from Grade 11 STEM underwent an intervention. The researcher conducted two sets of exams before and after the intervention. Added to the worksheet was a Math journal to record students' sentiments when using the worksheet.

RESULTS
Test results showed that mean percentage scores during pretest was 31.78 while scores during posttest was 37.56. In comparison, it showed that posttest MPS was 5.78 points higher than the pretest. A positive increase in MPS resulted in an increase of Mastery of Learning (MOL) of 11.56%. The test results suggested that the AR worksheet had an effect in relation to test scores. Through the Math journal, the researcher found out that the intervention was easy and convenient to use. Students could solve problems even without books and draw the exact graph. Students engage in digital learning experiences– a common learning experience in 21st Century. Contrarily, the AR worksheet was ineffective when there was no stable internet connectivity. Some students did not have their own smartphones and Math solutions were not yet saved on the Photomath database.

DISCUSSIONS
There was an increase on Mean Percentage Scores between the pretest and posttest. The increase suggests a positive impact of AR worksheets as an intervention. Augmented Reality enhanced ICT-based instruction when learning Math concepts. This ICT-enhanced intervention may be used in other disciplines especially when Augment apps are used. Proper training on development and preparation of AR worksheets is needed before employing them in the teaching-learning process.

KEYWORDS: Augmented Reality, Photomath, Augment, Math function

**Enhanced FWAW (Five Words a Week) Activity to Develop Limited
Vocabulary of the Grade 6 - Quezon Pupils**

Hanerisa Macaylas, Department of Education

Abstract

INTRODUCTION

English is important in elementary school education because it is the best time to learn a second language (Kristianawati, 2012). It is the foundation years for cultivating vocabularies of a child to achieve fluency and competence.

METHODS

This study was conducted purposely to improve the limited vocabulary of the Grade 6 pupils of Cagwait Central Elementary School of this school year 2017-2018 so as to develop their English comprehension abilities.

RESULTS

Results showed a positive response from the pupils with regards to their participation and interest in the activity. It was evidently observed that they pay attention and put their hearts into their work during drill activities. Pupils' performance in the pretest have increased in the posttest. The difference shows an improvement of pupils' performance before and after the application of the intervention.

DISCUSSIONS

Thus, with due consideration of urgency in vocabulary acquisition and demands in technology, the teacher-researcher enhanced FWAW (Five Words A Week) using multimedia approach. This intervention uses one story with moral lesson per week through video presentation (YouTube), PowerPoint, or using prints with colorful pictures. The comprehension ability of the pupils was checked through games and activity sheets in word translation, graphic charts for identifying elements of the story, retelling, and summarizing. Likewise, each pupil has a learning journal to deposit the five words they learned every week as a manifestation of memory banking by just writing down the five words in their vocabulary deposit slip.

KEYWORDS: five words a week

SUBMISSION ID: R013-SURSUR-0056

Enhanced Moral Discipline Using Proverbs as Instructional Intervention in Improving Pupil's Behavior

Marissa Cabela, Buenavista-Cigaras ES

Abstract

INTRODUCTION

A review Tejero's (1981) research that highlighted studies concerning pupil's discipline and behavior confirmed that integrating proverbs in every learning area is essential in improving moral values of pupils. In the Integration of Moral Values by Badal (1980), integration of proverbs before and after the lesson is effective for the pupils to improve self-discipline and moral values. Taking action today to continue to enhance moral discipline in schools, the researchers used proverbs as instructional intervention in improving behavior of 35 Grade 6 Pupils in Buenavista-Cigaras Elementary School who have reported problems in the Guidance Office.

METHODS

The study used observation checklist since the study was aimed to enhance moral discipline using proverbs as instructional intervention in improving pupils' behavior. The collected data obtained were tabulated in tables and interpreted using simple percentage.

RESULTS

The result of the study showed the effectiveness of using proverbs as instructional intervention, 32 (91%) out of 35 pupils showed improved behaviors. As proverbs have all developed in some human experience, pupils may recognize how these messages from the past can help inform their own experiences. Posting these proverbs around the classroom can bring about **DISCUSSIONS** in class as to their meaning and how these sayings still are relevant today. Proverbs can also support motivational strategies that teachers may want to use in the classroom. (OW P S 21st Century Learning cited by Benett, 2017)

DISCUSSIONS

The use of proverbs as instructional intervention in enhancing moral discipline gave value to improving pupil's behavior.

KEYWORDS: Proverbs, Moral Discipline, Behavior, Enhance

SUBMISSION ID: R04A-LAGUNA-0116

Enhanced Reading Corner: Its Effect to Grade I Pupils' Reading Performance

Vilma Magsumbol & Crispina Punzalan, Department of Education

Abstract

INTRODUCTION
Numerous programs have been implemented by theDepartment of Educationin order to enhance the reading performance of our pupils. But there are still pupils who cannot read. In this study, the researchers explored a kind of innovation in order to develop the love for reading among Grade I pupils.

METHODS
Interview was the main data gathering instrument employed to identify the attitudes of Grade I pupils towards reading and its effect on pupils' reading performance. Each respondent was asked about their feelings whenever they were told to read. This was done right after their mood was recorded by the classroom teacher. Respondents' answers were recorded and analyzed by the researchers. Their answers were categorized according to the similarity of ideas. The responses were treated with great confidentiality to take into consideration the ethical issues of the study.

RESULTS
Most of the Grade I pupils of Balangon Elementary School showed poor performance in Oral Reading Pretest conducted by the district. Almost three-fourths of the respondents were categorized as Slow, Very Slow, and Worst to Non-reader. Among the factors that affect the pupils' poor performance in reading were lack of motivation and interest to read, lack of proper reading habits, lack of attractive and colorful reading materials, and limited space and time for reading. It was hypothesized that Grade I pupils' attitude towards reading improved when they are surrounded with lots of attractive reading materials. Enhanced Reading Corner inside the classroom was the output of this research wherein respondents improved their attitude towards reading and made them interested and motivated them to read with enjoyment.

DISCUSSIONS
Through this research, the classroom teacher found it easy to motivate the respondents to read and explore. It was not only the genuine love for reading which was fully developed within them but also their attitude because they learned how to follow directions and behave whenever they enter the reading corner. Given freedom to choose the reading materials that they want also motivated them to read and explore until they finally found reading enjoyable which was the main target of this research. This research may serve as reflective reference preferably to all Grade I teachers nowadays who are experiencing the same issues regarding pupils' attitudes towards reading. It emphasizes the importance of having an enhanced reading corner inside the classroom particularly to children's literacy development.

KEYWORDS: Enhanced Reading Corner, Oral Reading, performance

SUBMISSION ID: R04A-BATANP-1245

Enhanced Reading Intervention for 7th Grade Learners with Special Educational Needs (LSENs) of Buhi SPED Integrated School

Isabel Sarto & Analynne Salcedo, Buhi SPED Integrated School

Abstract

INTRODUCTION

Every child has the ability to learn, but the way children learn and how much knowledge they can absorb can vary considerably, especially for a child with special needs. Reading develops our mind and helps us discover new things aside from our own experience. There are learners with special educational needs (LSENs) who need special teaching strategies and techniques for them to be able to understand the lesson. Most of them have difficulty in recognizing signs and have difficulty in retaining the lessons that the teachers teach. This is the reason why the researchers very eager to find ways on how learners with special educational needs are going to learn the easiest way considering their disability/difficulties.

METHODS

This study employed the Descriptive Survey Method of research in collecting pertinent data. The researchers used a descriptive survey to collect data to determine the teachers' Reading Intervention for LSENs of Buhi SPED Integrated School and answer other questions related to the study. Using interviews, the researchers conducted group interviews. Twenty Grade 7 LSENs responded to **DISCUSSIONS**. Observation on the learners while in the normal classroom setting was also done to come up with an enhanced reading intervention for our learners.

RESULTS

Majority of the LSENs who participated in the interview admitted that they found it difficult to recognize letters and words. That is why they could not utter accurate sounds for particular letters and numbers. Sometimes there may be undiagnosed learning difficulties as is the case for learners who struggle with dyslexia or slow processing. Most of the learner's lack focus. They can be easily distracted and sometimes refuse to follow instructions from their teachers. It is also revealed that there was no retention as to what have been taught by the teachers.

DISCUSSIONS

The results suggest that there needs to be more strategies and techniques for teachers to face the challenge on how to help learners to read. It takes a lot of dedication, time, perseverance and patience, and motivation in terms of teaching LSENs especially those who have difficulty in reading and concentrating. Families of LSENs are also encouraged to participate in this endeavor. Educating family members and other support networks is a must for the improvement of the learners.

KEYWORDS: LSENs, difficulty in reading, reading intervention

Enhanced Technology Integration in Teaching Humanities and Social Sciences in Grade 11 Senior High School Students in Naic National High School

Robelisa Alcazar, NAIC NHS

Abstract

INTRODUCTION

There is no question that the way people live, interact, communicate, and conduct business is undergoing a profound, rapid change. This change is often referred to as the "digital revolution," the advancement of technology from analog, electronic, and mechanical tools to the digital tools available today. Moreover, technology has begun to change education, affecting how students acquire the skill sets needed to prepare for college and a career and how educators integrate digital technological instructional strategies to teach. Numerous studies have been published discussing the barriers of integrating technology: the estimated amount of investment that is needed in order to fully support educational technology, and, of course, the effectiveness of technology in the classroom. The primary objective of this study is to determine, select, and develop the most effective technology resource in teaching Humanities and Social Sciences in Grade 11 Senior High School Students enrolled in Naic National High School SY 2016-2017

METHODS

This study utilized Correlational Design and Purposive Sampling. The instrument utilized was questionnaire.

RESULTS

The researcher determined the number of Grade 11 GAS (General Academic Strand) students from sections 1 and 2 and their test results on the introduction World Religion and Belief Systems learning area. A 50-item quarterly exam was used to determine the lowest and highest raw score of GAS 1 and 2 students on that subject without the use of enhanced PowerPoint and video clips presented upon the instruction.

DISCUSSIONS

Grade 11 students participated as respondents in determining the enhanced technology integration in Social Science subjects.

KEYWORDS: K-12, digital learning, devices, technology, literature review

SUBMISSION ID: R04A-CAVITP-1423

Enhancement of Initiating Activities to Support the Whole Child of Language Teachers of a Public School

Teresita Dumoran

Abstract

INTRODUCTION

The present study determines the enhancement of the initiating activities that support the whole child of language teachers of a public school. Specifically, the research seeks to answer the following questions: (1) What is the "personological" of the respondents in terms of: length of service, gender, grade level handled, and rank?; (2) What is the assessment of teachers of their initiating activities as language teachers which support the whole child in terms of creating space, setting rules, procedures planning, and setting of a language classroom?; (3) Is there a significant difference in the assessment of teachers of their initiating activities as language teacher which support the whole child when they are grouped according to profile?; and (4) In the event of the study, what enhancement activities can be suggested to improve their support to the child?

METHODS

For "Creating a Space," the overall mean is 3.71 with a verbal interpretation of "Always." For "Setting rules and Procedures," the overall mean is 3.47 with a verbal interpretation of "Sometimes." For "Planning," the overall mean is 3.47 with a verbal interpretation of "Sometimes." In "Setting up a Language Classroom," the overall mean is 3.49 with a verbal interpretation of "Sometimes."

RESULTS

Of the 24 teacher-respondents, 12 respondents or 50% of all respondents rendered service for less than 10 years. 4 of the respondents or 16.7% of all respondents have rendered service for 10 years, and 8 of the respondents or 33.3% of all respondents rendered service for more than 10 years. Fifty percent of the teachers have just started teaching or are quite new in the service. Summarily, the variable "Creating Space" got the highest mean of 3.71 with a verbal interpretation of "Always" while the variable "Planning" got the lowest mean of 3.47 with a verbal interpretation of "Sometimes." The overall mean is 3.54 with a verbal interpretation of "Always."

DISCUSSIONS

Regardless of the teacher-respondents' length of service and gender they all have the same practices and concerns when it comes to initiating activities as language teachers. However, they differ in terms of the grade level they handled and their rank. It can be concluded that they have different practices and concerns because the abilities and characteristics of their classes also vary. In terms of rank, those with higher rank have already gained experiences and trainings which help them improve their teaching practices in language class.

Enhancement Activities: Its Effectiveness in Teaching Mathematics for Grade Two Pupils at Ithan Elementary School

Rosediminda Cruz, Department of Education - Rizal Division

Abstract

INTRODUCTION

Mathematics education has become an absolute necessity for every individual in modern society. For some pupils, learning mathematics is easy and exciting. Yet for many pupils, it is a difficult process and a constant struggle. They have difficulties acquiring literacy and numeracy skills that interfere with their progress in school, requiring special assistance from their teachers. Teachers play a major part in the teaching process.

METHODS

The researcher used the experimental method of design. It contains activities like riddles, worksheets, games, puzzles, graphic organizer, and Computer-Aided Instruction. It was validated by ten master teachers and experts in Binangonan II District. The respondents were the fifty (50) Grade 2 pupils of Ithan Elementary School, section Sampaguita (control group) and section Rose (experimental group). They were chosen through random sampling. The statistical treatments used were mean, standard deviation, t-test, and mean percentage scores.

RESULTS

The control group obtained a mean score of 12.5. Similarly, the experimental group obtained a satisfactory performance in the pretest with a mean of 11.1. The computed standard deviation of 2.417 and 3.640, respectively, revealed that there is homogeneity among the pretest scores of each group. In the posttest, the control group obtained a mean score of 16.5, verbally interpreted as "Satisfactory." Likewise, the experimental group obtained a mean score of 18.4, also interpreted "Satisfactory." Findings indicate that there was an increase in posttest upon utilization of the enhancement activities. The level of performance of the group unexposed to developed enhanced activities is higher in the posttest than the pretest. The level of performance in the posttest of the group exposed to the developed enhancement activities is significantly higher.

DISCUSSIONS

Results imply that the pupils acquired the significant knowledge and skills after activities. With this, the researcher recommends modification of the developed enhancement activities. Teachers should be encouraged to develop instructional materials in order to provide and promote effective teaching-learning process. The school administration can extend their support for the printing of the enrichment activities. And lastly, future research may be conducted on the effectiveness of the enrichment activities considering other factors and variables.

KEYWORDS: Mathematics, Enhancement Activities, Teaching, Grade Two

Enhancement Measures of Project REA (Reassuring that Everyone is Active) for WINS at Durungao Elementary School

Rhea Torres, Department of Education - San Luis

Abstract

INTRODUCTION
Children spend most of their time for learning in schools. Every child friendly school requires promotion of health, adequate water and sanitary facilities, and proper practices conducive to maintaining health. An efficient and effective implementation of WINS to learners can help them to become healthier and perform better in school. Through this study, the researcher wishes to have a sustainable WINS for a healthy school environment for the pupils of Durungao Elementary School.

METHODS
This research study employed the descriptive type of research to determine development observed after the implementation of the action plan of WINS in DES. An observation checklist was used by the researcher. This tool provided information on changes on how well the facilities and practices of WINS in DES were utilized. The researcher used the non-sampling procedures including all the teachers. All the data were organized and consolidated in a series of tables with analysis and interpretation.

RESULTS
There were no handwashing facilities outside the classrooms of the school grounds at DES in School Year 2016-2017. Only a lavatory was present in the school canteen. DES has only 3 comfort rooms for the reason that the administration has not decided where to place an additional segregated, male and female comfort rooms. Last School Year, there was a great problem in potable water in DES due to scheduled access to water supply controlled by the barangay due to water tank damage. There was no designated sanitary area (for students with periods) in DES a year ago because it was usually done by female pupils in the shared comfort rooms. After implementing the action plan, handwashing facilities are visible and functional. Separate comfort rooms for male and female were constructed and being used by the pupils properly. Potable water became accessible, sustainable, clean, and safe. Sanitary rooms are present and functional.

DISCUSSIONS
The enhancement measures used in the continuous reorientation of WINS program to pupils, teachers, and different stakeholders. The researcher recommends tapping more stakeholders and partners in the construction and improvement of hand washing facilities. Separate comfort rooms with urinals for male pupils are being considered. Measures must be made to monitor if the pupils apply learned hygienic practices at home. Close monitoring and evaluation of the program must be implemented to reassure that everyone is active for WINS at DES.

SUBMISSION ID: R04A-BATANP-1365

**Enhancement of Academic Performance of Technical-Vocational and
Livelihood Students through Motivational Strategies in Senior High School
in Tuy**

Abigail Aleth Bacit & Jennilyn Nimo

Abstract

INTRODUCTION
Motivation is defined as a force for someone to be able to do something. It is claimed to make one able to influence someone to behave in a particular way. The Grades 11 and 12 Senior High School students enrolled in the Technical-Vocational and Livelihood (TVL) track seem to exhibit low interest in performing academically and settling only for mere passing standards of academic performance. This study aims to enhance the performance of TVL learners through the use of different motivational strategies such as using positive competition, reward system, and self-reflection, among others.

METHODS
The study utilized the Descriptive Method of Research. The proponents of the research have designed survey questionnaires along with a set of semi-structured questions as main data gathering instruments. The researchers collected data from 408 or the whole population of the TVL students of the Senior High School in Tuy who are composed of EIM, ICT, HE, and Automotive Strands. The frequency, percentage, and weighted mean were the statistical treatments used for the quantitative analysis of the data gathered.

RESULTS
The study revealed that most of the students who participated in the survey perceived that motivational strategies were effective in enhancing their academic performance along with the improvement in numbers of learners who frequently do not attend classes. This shows that learners could actively participate in class and express their thoughts and feelings as well as work with a group whenever their morale are boosted and when they receive different motivating factors. However, there are still few students who are not persuaded easily due to their life circumstances and chooses to stay lenient in their academic tasks.

DISCUSSIONS
The students demonstrate the acceptance and utilization of different learnings through life lessons and motivation. Reward system, recognition, giving them a sense of control, and self-reflection are some of the most applicable and effective ways to promote academic performance. On the other hand, motivation alone is not sufficient if consistency is not maintained. Imposition of school rules must also be enforced.

KEYWORDS: Motivational Strategies, Technical-vocational and Livelihood, Reward System

Enhancement of Coping Strategies on Stresses Encountered by the Public Elementary School Teachers in San Nicolas District, Division of Batangas

Maricel Casabuena & San Nicolas Central School

Abstract

INTRODUCTION
Teaching is the noblest profession. Educators are bound to mold the youth morally and academically. The baseline of quality education begins in the elementary schools. Thus, elementary school teachers are vital inputs in the educational organization in bringing about quality education. However, teachers' stress may be a barrier to learning for students. It is also relevant to identify not only the sources of stress but also the strategies teachers apply to cope with stressful situations. The researcher deemed it necessary to conduct this study to identify the sources of stress and coping strategies adopted by elementary school teachers in the district to stay in their profession.

METHODS
This study was anchored on the concept of the Person-Environment (P-E) Fit Theory and Coping Strategy Factors. The Input-Process-Output Model was utilized. The Descriptive Method of research was employed and the questionnaire was utilized for gathering the data needed. Ninety (90) public school teachers participated as respondents. The weighted mean and coefficient of correlation were applied to statistically treat the data.

RESULTS
Significant findings were revealed in this study. As a whole, the stress experienced in role conflict, time pressure, and rewards and recognition were moderately felt by the teachers. The teachers utilized the strategies in coping with stress to a great extent. The coping strategies significantly affected stress encountered and experienced by the teachers as sustained by the computed correlation of 0.911 which was higher that the critical r-value of 0.751 using 5 degrees of freedom at the 0.05 level of significance. Hence, the hypothesis of the areas of relationship was rejected.

DISCUSSIONS
Based on the highlights of the findings, the following conclusions were drawn: teachers moderately felt the stresses encountered in role conflict and time pressure while the stresses in awards and recognition were less felt. The utilization of strategies in coping with stress that the teacher adopted were adopted to a great extent except avoidance focus which was utilized to a moderate extent. The strategies utilized by the teachers significantly addressed or enabled them to cope with the stresses to a great extent. An action plan was proposed to overcome stress encountered by the teachers.

KEYWORDS: coping strategies, stresses encountered, role conflict, time pressure, rewards and recognition

SUBMISSION ID: R04A-BATANP-1205

Enhancement of Learners' Skills in Answering Multiple Choice Questions with Diagrams in Science 6 (ELSA- MCQ'S)

Marie Celine Rebong & Department of Education

Abstract

INTRODUCTION

Banca-Banca Elementary School obtained the lowest National Achievement Test (NAT) results for three consecutive school years. This research obtained significant changes on the skills of Grade 6 pupils in answering multiple choice-type of questions using diagrams as question reference.

METHODS

The Descriptive Research Method was employed in this study. The subject and the setting of the research were the ten (10) selected Grade 6 pupils of Banca-Banca Elementary School. The data collected used a series of tests (pretest and posttest). The statistical test used was one group pretest posttest design. The difference in the pretest and posttest concluded that the intervention enhances pupils' performance in Science. The enhancement sessions done were able to improve the learners' skill in answering multiple choice-type questions. The indicator of the improvement was the increased mean level of the learners' result in the posttest given after the enhancement.

RESULTS

Prior to the conduct of the study, the mean level of Grade 6 pupils in answering questions in Science fell at 22.40% Mean Percentage Score (MPS). After the implementation of the study, an MPS of 56.20% was obtained which indicates that the enhancement had a positive effect. In view of the aforementioned findings, the study has drawn the conclusion that the enhancement sessions conducted improved learners' their skills in relating diagrams to the questions and develop the process of observation and analysis before answering.

DISCUSSIONS

The implementation has successfully improved learners' understanding of the use of diagrams as reference in answering multiple choice-type questions. The findings of the study resulted in the following recommendations: (1) use enhancement sessions or activities to improve the learners' mastery on least-learned competencies; (2) least-learned competencies in Science shouldn't be disregarded but should be emphasized instead; and (3) continuous implementation of the enhancement session using different strategies should be done.

KEYWORDS: diagram, multiple choice, enhancement sessions, improvement indicator

Enhancement of Mastery on Basic Mathematical Operations

Jairo Baluyo, Department of Education

Abstract

INTRODUCTION
This study aims to determine the assessment of the enhancement of mastery on basic mathematical operations. Specifically, the study seeks to determine the following: (1) profile of the respondents regarding age, sex, parents' highest educational attainment, grade in mathematics, family average income, and time spent in studying mathematics; (2) enhancement of mastery on basic mathematical operations according to the teaching-learning process, student attitude towards Mathematics, and demographic factors; and (3) significant relationship between the extent of enhancement of mastery of basic mathematical operations and their general average in mathematics across selected profile variables of the respondents.

METHODS
The respondent's profile and the enhancement of mastery on basic mathematical operations were statistically treated and tallied using frequency and percentage formula. Levels of satisfaction by the weighted mean formula aided by a Five-Point Likert scale and the relationship between the respondents' enhancement of mastery on basic mathematical operations across the selected profile variables were analyzed using Pearson's R-correlation.

RESULTS
From the analysis of the data gathered in the study, the findings were: (1) most of the respondents spent studying Mathematics for 30 minutes; (2) the enhancement of mastery on basic mathematical operations teaching-learning process, students attitude towards mathematics, and demographic factors were described as "Moderately Agree;" and (3) that the teaching-learning process and students' attitude towards Mathematics has an effect on the students' enhancement of mastery on basic mathematical operations. Demographic factors do not affect the enhancement of mastery on basic mathematical operations.

DISCUSSIONS
Based on the findings and conclusions of the study, the researcher recommends the following: (1) conduct a similar study focusing on the effect of the extent of enhancement of basic mathematical operations on students' performance in Mathematics; (2) the teacher may use the different conventional methods of teaching Mathematics instead of the traditional method; (3) the student must be encouraged and get more attention from their teacher when they are performing or having a hard time in Mathematics; and (4) the school may have a monitoring routine for the Mathematics teacher on how they effectively teach Mathematics to their student.

KEYWORDS: Enhancement, Mastery, Mathematics, Basic, Operation

Enhancement of Mathematical Skills in Multiplying Numbers of Grade 7 Students through Project Stratricks Mulnum

Famaran, Reylinda S.

Abstract

INTRODUCTION

During the enrollment for School Year 2017-2018, the Mathematics Department of San Jose Community High School conducted the Mathematical Ability Test in Multiplying Numbers for Grade 7 students. The students answered the questions orally. The results were identified using the scale of Mastery, Instructional, and Frustration. Based on the results, 39% or 167 students out of 540 students fall under frustration level and that led the researchers to conduct the study. The researchers conducted a one (1) month program with eight (8) sessions every afternoon at 4:00-5:00. Different tricks and activities in multiplying numbers were given by the researchers. The students were divided into 3 sets to closely monitor the progress of the students. The researchers believe that practice is the best way to improve one's mathematical skills.

METHODS

The Descriptive Method was used in the study. The researchers utilized different kind of tricks and strategies in multiplying numbers like hand tricks, manipulative popsicle sticks, showing videos, and mental math. The researchers applied some modification in using the t-test for correlated means and computed to find the significant difference in the students' achievement level.

RESULTS

Based on the result of the mathematical ability test with the scales of frustration, instructional, and mastery, there are 167 students or 31% who got the frustration level, 208 students or 39% who got the instructional level, and 165 students or 30% who got the mastery level. Since the result shows there are some students who belong to the frustration level, the researchers decided to implement the program for remediation. There are 167 students or 39% who fall under the frustration level in Mathematical ability test of the Grade 7 students during enrollment in School Year 2017-2018.The result of the pretest is lower than the result of the posttest. There was a significant difference between the pretest and posttest of the performance level of the Grade 7 students in multiplying numbers. The Project "Stratricks Mulnum" has a positive effect on the performance of the Grade 7 students in multiplying numbers.

DISCUSSIONS

Based on the above conclusions of the research, the following recommendations were suggested: (1) adopt the program in formal classroom settings; (2) allow the students to apply the strategies and tricks in multiplying numbers; and (3) future researchers should make use of the program in other areas of Mathematics.

KEYWORDS: Stratricks Mulnum

SUBMISSION ID: R04A-CAVITP-1526

Enhancement of Oral Communication Skills of Intermediate Pupils through Cooperative Learning Approach

Rose Anne Evangelio, San Juan West Central School/ San Juan West District

Abstract

INTRODUCTION
Globalization paves way for educational reforms that continuously bring change and challenges into the classrooms to be responsive to 21st Century education. One of the challenges in this era roughly includes pupils' communication skills using the English language. There are many pupils who find these skills to be stumbling blocks to their progress. The researcher seeks to identify and describe the levels of oral communication skills using English language of the intermediate pupils through the Cooperative Learning Approach.

METHODS
The researcher utilized the Descriptive Method of research. A survey was also administered to the total population of the intermediate pupils. Furthermore, the scores in oral performances of the intermediate pupils were also used as data to achieve other objectives of the study. The researcher used multiple scales in determining the responses of the subjects of the study. The researcher has also drawn a range of different procedures such as observations, interviews, oral performance records, and questionnaire for the acquisition of relevant data necessary in this study.

RESULTS
Based on the interview and observation, the researcher perceived that an average number of pupils can communicate well in their respective classes. The researcher found out that pupils were unable to participate in classroom discussions because some pupils are afraid of making grammatical and pronunciation mistakes and that their classmates make fun of them because they have deficient vocabulary. The results of the research communicate that a high portion of the respondents recognize the benefit of cooperative work in improving their oral communication skills.

DISCUSSIONS
Direct evidence showed that cooperative learning can be used in art, science, language explorations, or virtually any curriculum area. The result of the study offered the teacher to prioritize developing activities which let the pupils discuss social issues and activities which will minimize their fear of making grammatical and pronunciation mistakes. The findings of this study may motivate policy-makers and curriculum planners to place due emphasis on the importance of classroom communication towards the improvement of academic performance.

KEYWORDS: communication, cooperative learning, oral performance, language

SUBMISSION ID: R04A-BATANP-0820

Enhancement of Oral Reading Comprehension of Grade 10 Frustration Readers through Suggestopedia

Joseph Pason, Department of Education

Abstract

INTRODUCTION

The main objective of this study is to find out the empirical effectiveness of Suggestopedia, a humanistic teaching method, in the oral reading comprehension level of Grade 10 frustration students using the Quasi-Experimental Research Design.

METHODS

The subjects are the frustration Grade-10 students of New Society National High School, General Santos City. The experimental group is exposed to Suggestopedic reading sessions and the control group was subjected to the traditional method. The data were collected by conducting pretest and posttest using the Basic Reading Inventory. Mean and t -test were used to statistically identify the difference of the mean scores.

RESULTS

Pretest results show that there is no significant difference between the mean scores of the experimental and control group. However, after the conduct of the intervention, data revealed that there is significant difference between the posttest mean scores of the experimental and control group. The experimental group showed a higher or twice the mean score of the control group. The experimental group improved to instructional from frustration level while the control group remained in the frustration level in oral reading comprehension.

DISCUSSIONS

Therefore, the researcher concluded that Suggestopedia is significantly effective in enhancing the oral reading comprehension level of the students.

KEYWORDS: suggestopedia, oral reading comprehension, frustration readers, quasi experimental, Philippines

Enhancement of Parents' Participation in Sustaining the Safe Learning Environment of Padre Castillo Elementary School

Fraida Delas Alas, Department Of Education, Division Of Batangas Province

Abstract

INTRODUCTION
Parents' participation lead to sustaining the safe learning environment of Padre Castillo Elementary School. The problem of having a low number of parents in school during school activities and programs became the primary concern. Only guardians are sent to school to attend meetings and stay for an hour to help and support the program. The school is left behind in Department of Education programs. To resolve this, the faculty encourage parents to extend their help in school and attend and support the school's activities in support of the Department of Education program. A proposed plan of activities was presented to address the problem.

METHODS
Data gathering tools such as questionnaire and retrospective interview guide were used to achieve the objectives of this study. In the desire to obtain substantial data on the number of parents' participation in school, an interview with class advisers was conducted to confirm the inferences based on observations.

RESULTS
Based from the findings, the study achieved its objective of enhancing parents' participation in sustaining the safety learning environment of the school. Tables also showed that the Brigada Eskwela program gathered the greatest number of parents participating in a school activity. It suggests that parents realized the importance of parents' participation in the success of a school's program.

DISCUSSIONS
Encouragement is the key word in gaining parents' participation in school programs and projects. Parents were actively involved in the Brigada Eskwela activities held last May 15 - 20, 2017. Zumba at 5am served as a warm up activity to boost parents' and teachers' energy to work for the day. Because of the support given to Padre Castillo ES, the school won Second Place in the 2017 District Brigada Eskwela Small School Category. Parents were all inspired to join and extend help in school since the efforts exerted were recognized by the District. A great participation of parents was observed in eco-friendly programs wherein the school garnered Fifth Place in the District Search for Eco-friendly School held last March 28, 2017. The result of the said contests proves that parents' participation in school play a major role in sustaining the safe learning environment of the school. A lot of difficulties that inhibit parent-participants were encountered and overcome. The activities that promote the safe learning commitment of the school succeeded.

KEYWORDS: Brigada Eskwela, Eco - Friendly School, Gulayan sa Paaralan

SUBMISSION ID: R04A-BATANP-0770

Enhancement of Reading Comprehension of Grade 6 Pupils in Domingo M. Zuno Elementary School Basis for Proposed Reading Intervention

Raquel Javier, Department of Education - Batangas

Abstract

INTRODUCTION

In view of the foregoing rationalization, the researcher was motivated to conduct a study on improving the reading comprehension ability of pupils. The researcher hopes that this study will greatly benefit the teachers in improving their instructional competencies as well as the pupils in terms of their improvement of reading comprehension skills.

METHODS

A Multiple Method Design was used. First, the pupils' reading abilities were diagnosed through a series of diagnostic tests in reading comprehension from which their strengths and weaknesses were determined. The Pull-out Technique in which the pupils were grouped homogeneously according to their reading abilities and difficulties was employed so that the fast, average, and slow learners were grouped separately. The researcher also exposed the pupils to consistent drills and practice in reading. The monitoring of the activities and keeping abreast with the contents of reading comprehension materials patterned after the Phil-IRI type followed.

RESULTS

A reading comprehension enhancement program patterned after the principle of Continuum of Literacy Instruction can be designed and implemented in the school to further improve the pupils' reading comprehension skills along with their performance in Phil-IRI. This program also represents consistent drills and practice in reading. Furthermore, the role of the school and the school heads and teachers must be specified in this program to ensure their maximum participation.

DISCUSSIONS

The results demonstrate that English teachers must be cognizant of the significance of the dimensions of reading comprehension and follow to the letter the effective steps and procedures in conducting classroom instruction relative and responsive to the area of concern.

KEYWORDS: reading, comprehension, enhancement

SUBMISSION ID: R04A-BATANP-2260

Enhancement of Reading Comprehension Skills of Grade 6 Pupils of Bato District

Salve Buena, Department of Education

Abstract

INTRODUCTION

This study determines the reading comprehension skills of the Grade 6 pupils in Bato District, Division of Camarines Sur as basis for a proposed training design to improve academic performance. It drew out the profile of reading comprehension skills of the Grade 6 pupils of Bato District in terms of Noting Details, Sequencing Events, Getting the Main Ideas, Organizing Ideas, Predicting Outcomes, Summarizing Ideas, Evaluating Ideas, Getting the Meaning of the Word, and Identifying Character Traits and assessed the enhancement activities employed by the teachers and its effectiveness. A training design was formulated to improve the reading comprehension skills of the Grade 6 pupils.

METHODS

This study used the Descriptive-Inferential Correlational Method of research with documentary analysis. The researcher utilized the standardized test on the reading comprehension skills formulated and validated by Dr. Estelita Detal and questionnaire-checklist/rating scale to assess the activities employed by the teachers, their effectiveness, and intervention strategies. Frequency count, percentage, rank, proficiency level, weighted mean, Kruskall Wallis One Way ANOVA, Kendall Coefficient of Concordance W, and Chi-square (x2) were used to treat the data statistically.

RESULTS

The performance level of the Grade 6 pupils in the different skills was considered above target. The teachers employed various activities and intervention strategies which include procurement of instructional materials and equipment, more reading materials, and more classroom practices to enhance the reading comprehension skills. The proposed training design for the teachers is expected to enhance the reading comprehension skills of the Grade 6 pupils in Bato District, Division of Camarines Sur.

DISCUSSIONS

Teachers should first determine the strengths and weaknesses of the pupils and look for strategies suited to the needs of their level. School heads must institutionalize reading activities within the daily-supervised study period and should closely conduct monitoring and evaluation of pupils' reading proficiency level. The use of TV Ads and educational technologies are much needed. There should be strong parent involvement in school reading activities by setting up community reading areas and complementing reading sessions with feeding programs to inculcate love for reading. Teachers must utilize the developmentally-rich library and established library hours. Implementation of training design is highly needed.

KEYWORDS: Enhancement, Reading Comprehension, Activities Employed, Intervention Strategies, Effectiveness

SUBMISSION ID: R005-CAMSUR-0115

**Enhancement of Reading Comprehension Skills of Grade Six Pupils
through Localized Learning Material**

Lorynel De Sagun, Department of Education - Tayabas City

Abstract

INTRODUCTION

The current national educational policy embodied by the "No Child Left Behind Act" requires that all learners meet academic standards required. But the first quarterly test results in English (S.Y.2017-2018) reveals low mean percentage scores due to least learned competencies pertaining to reading comprehension. Meanwhile, the Philippines' Informal Reading Inventory Pretest in June 2017 showed a greater number of pupils under frustration (lowest) level. A study by Ilagan (2015) suggests that the use of localized learning materials develop reading comprehension easier. RA10533 Sec. 5, which encourages development of locally produced learning materials, prompted the researcher to enhance reading comprehension skills of Grade 6 pupils using a localized learning material.

METHODS

This study utilized Quantitative Quasi-Experimental Design. Questionnaires served as primary data gathering instrument. Respondents were chosen purposively. Pretest and posttest were administered to 3 sections of Grade 6 with 85 pupils in Tayabas West Central School II. Phil-IRI pretest posttest was used to evaluate pupils' level of reading comprehension. Development and validation of a learning material was conducted. The questionnaire on the level of acceptability of the learning material was administered to 34 English teachers and 15 selected administrators in the Division of Tayabas City. Weighted mean and one-way ANOVA were used to treat the data.

RESULTS

The Pretest Posttest results show that the least learned competencies in English 6 (First Quarter) were (1) evaluating narratives based on how the author developed the elements; (2) plot, theme, point of view; and (3) determining tone, mood, and purpose of the author. There exists a significant difference between pretest and posttest results. Thus, the null hypothesis was rejected. Based on Phil-IRI reading comprehension posttest result after the use of the material, the number of pupils under frustration level decreased while number of pupils under instructional and independent level increased. Lastly, the localized learning material workbook is strongly acceptable to all Grade 6 teachers and selected administrators in Tayabas City.

DISCUSSIONS

Learners' reading comprehension skills increased when a localized learning material was utilized. Learners' ability to comprehend was influenced by the medium used in the text. Providing quality texts for students to "read to learn" will help learners understand the contents better. Furthermore, educators are encouraged to develop learner materials appropriate to the local context and can best help students learn.

KEYWORDS: Localized learning material, Enhancement, Reading comprehension, Least Learned Competencies, Philippine Informal Reading Inventory (Phil-IRI)

**Enhancement of Science Process Skills among the Grade Eight Learners in
San Nicolas National High School**

Camille Ann Atienza, San Nicolas National High School

Abstract

INTRODUCTION
One of the most important goals of Science education is to teach students how to get involved in inquiry. In other words, students should integrate skills, knowledge, and attitudes to develop a better understanding of scientific concepts. Teachers must focus on teaching Science skills such as facts, concepts, and theories to encourage students in scientific investigation. Science process skills are skills we use to create information, think of a problem, and formulate results. We can make learners learn and understand their life by enabling the learners gain these important skills. Teachers are supposed to inculcate these Science process skills to gain higher order thinking skills. Hence, Science process skills should be assessed if there is an enhancement or improvement in an individual.

METHODS
The research made use of the Descriptive Method of Research utilizing a self-made questionnaire as the main data gathering instrument. Respondents were all Grade 8 learners enrolled in San Nicolas National High School, San Nicolas District.

RESULTS
The performance of the learners in Science was satisfactory after enhancing the Science process skills as assessed by the learners themselves. Understanding the information and skills conveyed during the different activities conducted was very satisfactorily performed by the learners. Collecting scientific information on their own was also satisfactorily performed by the learners. The findings also reveal that the enhancement of Science process skills was all slightly enhanced except in "Classification." It was also exposed that the teaching strategies were satisfactorily utilized by the teachers in enhancing the different Science process skills. It was also shown that teaching strategies utilized by the teachers did not significantly affect the learners' performance in Science.

DISCUSSIONS
It is recommended that the teachers should be encouraged by the school head to improve the development of Science process skills through the provision of meaningful Science activities. The school heads should conduct frequent classroom observation to assist the teachers in adopting teaching strategies. As the Science process skills were slightly developed, the teachers should utilize strategies that are suited to the learning styles of the learners. The teachers and school head should spend time to carefully study the proposed action plan so modifications can be made before its implementation.

KEYWORDS: Academic Performance, Science Process Skills, Strategies

SUBMISSION ID: R04A-BATANP-0885

Enhancement of Science Process Skills of Grade 7 Students in Learning Physics: Basis for the Development of e-Learning Resource Materials

Arnel Evangelista, Department of Education - Batangas Province

Abstract

INTRODUCTION

Learning Physics is tedious as it requires students to develop their Science process skills such as observing, communicating, classifying, measuring, inferring, and predicting. These skills are said to be the foundation towards the improvement of problem-solving skills and technical skills. However, learning sometimes becomes boring and limiting with the use of traditional teaching materials. In this case, the aforementioned scientific skills will not be developed comprehensively among students. It is in this light that the researcher intends to develop e-learning resource materials, which are based on how Science process skills were enhanced among Grade 7 students in learning Physics.

METHODS

A descriptive method of research was used in order to describe, analyze, and interpret data on the basic Science process skills of the respondents. In this method, the study involved the acquisition of factual, accurate, and systematic data which were used in averages, frequencies, and statistical calculation. 250 Grade 7 students participated in this study and answered a researcher-made test. To come up with pertinent findings and to provide credible recommendation, this study utilized various sources of data. Data was obtained from the questionnaires for the student who would measure students' perception of the accessibility, accuracy, usability, and dependability of e-learning resource materials.

RESULTS

The developed e-learning resource materials were utilized as instructional materials in Physics for Grade 7 students. A summative evaluation to test the effectiveness of the e-learning was conducted. It was also revealed that there was a need to provide real-life situation activities or problem-solving-based questions or statements to further develop students' process skills in Science. Upon utilization of the e- learning materials, they were found to be helpful and effective tools in learning Physics.

DISCUSSIONS

Based on the findings of the study, it is recommended that the developed and validated e-learning materials be used as supplementary materials in teaching concepts in Physics, development of critical thinking, and as a material for learning difficulty remediation. Teachers should develop learning materials like e-learning in their own area of specialization following the methodology presented in this study. The Division of Batangas, Province, through its school board, initiated efforts to support the mass production of the developed and validated e-learning materials in Physics.

KEYWORDS: process skills, Physics, e-learning

SUBMISSION ID: R04A-BATANP-0619

Enhancement of the Oral Reading Fluency of Grade 9 Students in Lumbang na Matanda National High School

Ma. Jane De La Cruz, Department of Education

Abstract

INTRODUCTION

Oral reading fluency is the ability to read connected text quickly, accurately, and with expression. It is one of the several components required for successful reading comprehension. It is one of the most important skills that a language student should be able to develop as early as in Kindergarten. Poor oral reading fluency is considered as one of the major setbacks in language teaching. In this study, the researchers identified the factors that affect the oral reading fluency of the Grade 9 students as well as ways to improve the said skill.

METHODS

The Descriptive Method of research was utilized by the researcher. Through thorough reading and research, a questionnaire was successfully made. Seventy-four (74) Grade 9 students answered the questionnaire. Several statistical tools were also employed to acquire accurate results.

RESULTS

The common problems encountered by the students were: (a) incorrect pronunciation; (b) incorrect phrasing; (c) reversal; and (d) repetition. It was revealed in the research conducted that the most common problem encountered by the students when it comes to oral reading is incorrect pronunciation while the least common problem is reversal. The common strategies utilized by the teacher were: (a) teaching vocabulary words; (b) teaching homographs; (c) visiting informative places; and (d) teaching homophones. It was also revealed that the most effective strategy utilized by the teacher is teaching vocabulary words and the least effective strategy is visiting formative places.

DISCUSSIONS

The findings in this study suggest that the teachers must exert more effort in correcting common problems of the students in oral reading fluency. The teacher must provide interesting reading materials that would encourage students to reading. The problems revealed in this study must be addressed in order to formulate remediation activities in improving oral reading fluency. Moreover, the teaching force must strengthen the school's developmental reading program.

KEYWORDS: enhancement, fluency, oral, reading,

Enhancement of the Reading and Comprehension Skills in English of Grade 5 Pupils of Eulalia Talban Ebora Memorial Elementary School

Rhea Villostas

Abstract

INTRODUCTION
The study aims to enhance the reading and comprehension skills of Grade 5 pupils in Eulalia Talban Ebora Memorial Elementary School. When reading and comprehension skills are weak, readers experience difficulties. There is therefore a great need for English teachers to be attuned to effective strategies which can help enhance pupils' skills in reading and comprehension.

METHODS
The study used the Descriptive Method using a questionnaire. The respondents included 18 Grade 5 pupils and 6 English teachers in Eulalia Talban Ebora Memorial Elementary School. The questionnaires for both pupils and teachers were formulated, administered, and recorded. Frequency counting, percentage, ranking, and weighted mean were the statistical tools used in analyzing and interpreting the data

RESULTS
The pupils got below average scores in their reading skills at 65.25% and below proficiency in their comprehension skills at 54%. Majority of the pupils chose picture clues as the most effective strategy in reading which constitutes 22%. It was also revealed that the effect of the strategies to the pupils' reading skills and comprehension as perceived by the teachers was, to a great extent, with the composite mean value of 3.54.

DISCUSSIONS
The results show that the need for the enhancement of the pupils' reading and comprehension skills. A proposed plan of action regarding the development of the said skills has been prepared. Finding effective strategies in teaching, providing an effective teaching- learning process in reading, and making pupils realize the importance of reading and comprehension skills were the objectives of the plan of action. The teachers in English, specifically in reading, may use more specific and attainable strategies in enhancing reading and comprehension skills of their pupils.

KEYWORDS: enhancement, reading, comprehension, English, skills, strategies

Enhancement Plan to Remedy the Effects of Bullying to Grade 9 Students' Behavior in Gov. Feliciano Leviste Memorial National High School

William Pulhin, Department of Education

Abstract

INTRODUCTION

This study was conducted to determine the extent of bullying experiences of Grade 9 students and its effects on their behavior in the school since bullying is one of the biggest problems encountered in schools nowadays. Some of the students get bullied by their classmates in classrooms. This study aims to provide students and teachers guides to help students address the effects of bullying.

METHODS

The researcher used the Descriptive Method of research and the questionnaire as the main data-gathering instrument. The study involved 15 student-respondents.

RESULTS

Results reveal that the student-respondents sometimes experienced bullying as evidenced by the average weighted mean of 1.83 as assessed by the students themselves. Being teased or called by different names such as "fatty," "pig," "teacher's pet," and the like were often experienced by them as revealed by the highest weighted mean of 3.4. However, they seldom experience being threatened. The average weighted mean of 3.66 showed that the bullying cases affected the students' behavior at school to a great extent as assessed by the teachers and students as indicated by the mean rating of 3.58, respectively.

DISCUSSIONS

The study endeavored to determine the extent of bullying incidents experienced by the students and assess the effects of bullying in the behavior of Grade 9 students in Gov. Feliciano Leviste Memorial National High School during school year 2017-2018. With this, the action plan made must be taken into consideration to make a difference in the behavior of the students.

KEYWORDS: bullying, action plan, behavior

Enhancement Program in Translating Verbal Expression into an Algebraic Expression among Grade 7 Students at Francisco Osorio National High School Year 2017 - 2018

Genevieve Carrillo, Hermilyn V. Ejanda, & Sherrylyn B. Aclan

Abstract

INTRODUCTION

This study is purposively conducted as a result of an impending regression rate of the Learning Outcome Assessments (LOA) among Grade 7 students in English and Mathematics. One of the factors is the level of comprehension in verbal translation. Above all the provision of curriculum guides and learner's materials and modules in Mathematics, the breach in verbal translation and comprehension is usually neglected. The authors provided substantial materials and enhancement programs in bridging this comprehension gap among the learners in problem-solving. This learning material was developed using a carefully designed, innovative, and facilitative process to produce best learning outcomes as possible.

METHODS

Descriptive-Comparative Analysis was used in the study. One hundred eighteen (118) Grade 7 students within the frustration level from the PHIL-IRRI Standardized Reading Test were given intervention using the designed module.

RESULTS

Most of the respondents can identify Mathematical symbols and translate word problems into Mathematical equations better than translating verbal phrases into algebraic expressions. It is highly evident that there is significant difference between the pretest and posttest when the intervention program was introduced.

DISCUSSIONS

Daily assessment results measured student performance level in translating verbal expressions into algebraic expressions and word problems into mathematical expressions. Results indicate that 47.5% of the respondents can translate verbal expressions into algebraic expressions and almost 70% of them can translate word problems into mathematical equations. Lack of comprehension, misplacement of variables, and translation of symbols are significant difficulties of the respondents. The authors recommend future researchers to integrate self-direction into strategic cooperative learning to utilize and maximize the tools used in the intervention program.

KEYWORDS: enhancement program, translation, algebraic expression, verbal expression

Enhancement Program of Grade 8 Learners through Project S.A.E.P.
(Strengthening Aldeans' English Performance)

Arra Joy Pederez, Aldea NHS

Abstract

INTRODUCTION

The Philippines was tagged as the world's best country in English performance in not just one but two consecutive years. Based on the BEI Report in 2012, only the Philippines attained a score above 7.0, putting the country within range of high performance that indicates an ability to lead discussions and perform complex tasks. Moreover, in the 2013 BEI report, the Philippines earned a score of 7.95, an improved BEI score from the prior year. In the action research, the program is incorporated with an innovative teaching strategy which is the Direct Instruction Strategy and the suggested activity called TGA: Tell (give guidance), Guide (facilitate the process), and Act (apply the concept).

METHODS

This study was Descriptive-Evaluative in nature and was limited only to 30 Grade 8 learners who were randomly selected through Purposive Random Sampling. The researcher aimed to answer the specific questions raised in the study through the use of pretest and posttest and the appropriate statistical tools like mean percentage, standard deviation, and paired t-test to find out the level of English language performance before and after exposure to the enhancement program.

RESULTS

Results from the TGA Activity from the Direct Instruction Strategy under the Constructivism Approach show that learners performed better both in English and in the achievement test after their exposure to the intervention/remedial program. The learners' grades in English improved as well as their scores in the achievement test with respect to vocabulary, writing, and reading comprehension. This study enlightened everyone that performance in English is still the Filipinos' bridge to the globally competitive world as well as to the 21st Century teaching-learning process. Moreover, the learners and their respective families were given incentives called "Bigas at Tsinelas para sa Aldeans na Nagpapakitang Gilas." It was really a huge help for them.

DISCUSSIONS

The continuous pursuit of the school towards the attainment of high-level English language performance of all the learners in Aldea National High School serves as proof of the need for this action plan. With the success attained by the English Enhancement Program thru TGA activity, Project SAEP is also foreseen to be a big success through the cooperation of everyone, specifically the English teachers who will facilitate the enhancement program and develop tools for innovation for the teaching-learning process.

KEYWORDS: ENHANCEMENT PROGRAM THROUGH PROJECT SAEP DIRECT INSTRUCTION TGA ACTIVITY AMONG THE GRADE 8 LEARNERS

Enhancement Writing Program for Developing Writing Skills among Grade Four Learners

Ma. Lourdes Arabit, Department of Education - Rizal

Abstract

INTRODUCTION
Writing well involves more than simply documenting ideas as they come to the writer's mind. Writers must process the idea carefully, determine the purpose for writing, plan how the story should go, and be able to share to readers what they need to visualize and understand. In public schools, learners are being exposed to various channels to showcase their writing skills. In this light, the researchers conducted an action research entitled "An Eight-Week Enhancement Writing Program: A Tool for Developing Writing Skills among Grade Four Learners." The objective of this action research is to validate the effectiveness of creating a writing program for Grade 4 learners.

METHODS
The proponents used Experimental Descriptive Research Method. It is a systematic approach to research where the proponents manipulate one control group and one experimental group. Fifty (50) respondents were grouped randomly into two groups (experimental and control). Both groups were administered pretests and posttests to determine the effects of the writing enhancement program for beginning writers.

RESULTS
The data analysis of pretest and posttest revealed that both groups had improved after they have undergone an 8-week enhancement writing program. Based on their mean scores, both groups improved their writing skills as shown in the pretest and posttest results. In general, a total of 23.12 improvement from the pretest and posttest mean scores of both groups was recorded. From 49.2, they scored 72.32. Upon combining the scores of both groups, results show that they had a high improvement on Grammar and Structures with a mean score of 5.27, followed by Content Quality and Creativity with 5.15. The control group has recorded an improvement of 5.72 from 24.25 to 29.97. Meanwhile, there is a very high improvement in Spelling and Punctuation where a mean score of 6 jumped to 7.45.
The results reveal that the experimental group which had undergone a writing enhancement program had higher mean scores in the posttest than the control group. This implies that there is increase of the level of performance of the respondents.

DISCUSSIONS
The result demonstrates an increase in writing skills among Grade 4 pupils. The program also increased knowledge of learners on grammar and spelling. With the continuous application of the program, winning in various writing competitions will be achievable.

KEYWORDS: writing, grade four, writing skills

SUBMISSION ID: R04A-RIZALP-0415

**Enhancing 21st Century Learning Skill through Teaching Competencies
and Pedagogical Approaches Employed by Grade 10 English Teachers in
Division of Lipa City**

Leo Atienza, Department of Education

Abstract

INTRODUCTION
With the contextual analysis of the educational process and detailed examination of the teaching-learning process, numerous factors are involved in improving classroom instruction. As premised in the ASEAN integration 2015, the Philippines should adopt global education concepts to meet the needs of the 21st Century learners through the implementation of the K to 12 Basic Education Program. The educational program mandates teachers to utilize pedagogical approaches known as the Constructivism, Collaborative, Integrative, Inquiry-based, and Reflective (2C- 2I-R) which are noted to be the most effective approaches that teachers should use as facilitators of learning. The researcher wants to conduct a study to determine on how pedagogical approaches contribute to teaching competencies and success of instruction in English 10 in the Division of Lipa City.

METHODS
The Descriptive Survey Design with the use of questionnaire was conducted with 100 Grade 10 teachers in the Division of Lipa City chosen with the use of All Population Sampling. Data were collected using a valid and reliable questionnaire consisting of three parts: Profile of the Respondents, Teaching Competencies, and Pedagogical Approaches as 2C-2I-R. Data analysis was done using descriptive statistical analysis by computing the mean. The significance of the hypothesis was analyzed using Chi square and Pearson r-correlation.

RESULTS
The results showed that there was a very significant relationship between the manifestation of teaching competencies and pedagogical approaches when grouped according to profile in terms of age, educational attainment, and length of teaching experience. However, no significant difference was observed between the manifestation of teaching competencies and pedagogical approaches as indicated by the obtained correlation of 0.265 which was lower than the tabular value of 0.708 at 0.01 level of significance with 10 degrees of freedom.

DISCUSSIONS
The findings indicate that Grade 10 English teachers were able to perform all teaching competencies very satisfactorily and were able to utilize the pedagogical approaches to a great extent. Given the significant relationship between teaching competencies, pedagogical approaches, and profiles, as an index of enhancing 21st Century learning skills, it is necessary to encourage teachers to enrich their skills and capabilities in teaching the subject. These skills are suggested to be reinforced, with more emphasis on weaker domains.

KEYWORDS: 21st Century Learners, Pedagogical Approaches, Constructivism, Collaborative, Inquiry-Based, Integrative, Reflective, Teaching Competencies, English

SUBMISSION ID: R04A-LIPAC1-0072

Enhancing Academic Performance in English of Bilaran National High School through a Self-Developed Mobile Quiz Game Application

Alvin Punongbayan, Bilaran National High School

Abstract

INTRODUCTION
This study entitled aims to improve the academic performance in English of Bilaran National High School students through a self-developed mobile quiz game application developed by the researcher. Currently, it is a problem for Bilaran National High School that students, especially those taking English, have problems academically such as retention.

METHODS
The experimental type of research was utilized by the researcher in order to evaluate the effectiveness of the aforementioned mobile quiz game app. Two sections of Grade 9 were selected as participants in this study. Grade 9 Shakespeare of School Year 2018-2019 was the control group and Grade 9 Aristotle was the experimental group. Pretest and posttest were administered to both groups.

RESULTS
The pretest showed low mean scores for both the control and experimental groups. The posttest, meanwhile, revealed that the experimental group has higher mean scores than the control group. After the experiment, the computed t-value of 9.72 which is higher than the critical value of 1.99 set at 0.05 level of significance revealed that there was a significant difference between the posttest results of the control and experimental groups.

DISCUSSIONS
The results demonstrate that the self-developed mobile quiz game application is effective in teaching English— both grammar and literary terms. Thus, the use of innovative and/or technology-based materials in teaching is highly recommended.

KEYWORDS: Self-Developed Mobile Quiz Game Application, technology, mobile app, innovative teaching

**Enhancing Academic Performance in Mathematics through Activities
Based on the Dominant Learning Style of Grade 8 Students**

Arnold Capanayan, Conchita Ochavez, & Mheh Hannah Fe Dicdiquin, Carmona
National High School

Abstract

INTRODUCTION
Learning style is the most effective way of learning Mathematics. In this study, the researchers focused on the students' preferred learning style which are as follows: visual, auditory, tactile, and kinesthetic. Using these modes of acquiring knowledge, the researchers, as well as Mathematics teachers, are eagerly motivated to help students who have low academic performance in Mathematics.

METHODS
This study used an Experimental-Descriptive Type of research which involves a quantitative method. The researchers conducted a survey and collected data from the respondents who have low academic performance in Mathematics through a standardized questionnaire. They consist of 46 students coming from four sections and among 215 Grade 8 students. The second and third quarterly grades of the low performing students were compared and analyzed through the use of specific statistical treatment to describe the improvement of their academic performance.

RESULTS
It was observed that the most preferred learning style of the students in learning Mathematics is visual, where they focused on visual aids during discussions. Next is Auditory where they preferred to listen to the discussions than to have an on-the-board or textbook session. The least preferred modes were tactile or kinesthetic where they wanted to move their hands and body parts to learn. As the study progressed, the respondents have seen a greater achievement with students' academic performance through the help of the proposed Mathematics activities created by the researchers and other Mathematics teachers. The activities have truly helped the students to have better grades in the third quarter compared to the second quarter. Participating students got passing grades in Mathematics.

DISCUSSIONS
The results demonstrate the need for more activities that match the preferred learning style of students in learning Mathematics. Since the study discovered that most of the students preferred visual activities, teachers should focus more on using flashcards and other colorful and creative visual aids. An auditory learner focuses better through the use of audio devices and explaining the step-by-step solution to a specific problem. On the other hand, tactile/kinesthetic learners tend to understand better through real-life situations and letting them work as a group.

KEYWORDS: activities based on dominant learning style, grade 8 students learning style

**Enhancing Academic Performance in Mathematics using Bilingual as a
Medium of Instruction**

Leira De Luna, Mary Rose Nolasco, & Niña Tasipit, Carmona National
Highschool

Abstract

INTRODUCTION
Language is a tool for teaching and learning. Filipinos are known to be bilingual for having proficiency in at both Filipino and English. These languages are used as mediums of instruction and tools for communication in school. The purpose of this research is to determine the effect of the use of bilingual as a medium of instruction in the academic performance in Mathematics of select Grade 7 students of Carmona National High School.

METHODS
The researchers gathered data from the results of a test taken by Grade 7 students of School Year 2017-2018. The researchers' pretest and posttest were based on the least mastered competencies in the third periodical test results. The respondents of the study were 60 Grade 7 students who were divided into two groups (control and experimental) of 30 students each. The study made use of the Quasi-Experimental Design involving quantitative methods which utilized matched Two-Group Pretest Posttest Design. T-test for un-correlated means were computed to describe significance differences in the achievement level of the two groups.

RESULTS
The study revealed that the mean score for the pretest of the control group was 7.83 while the experimental group was 7.72. The mean score for the posttest of the control group was 11.62 while the experimental group was 11.52. This means that the control group has a greater level of performance than the experimental group. On the t-test, the computed t-statistics was 0.62 which is less than the level of significance for one-tailed test which is 1.701. Therefore, there was no significant difference between the result of posttest between the control group that taught using monolingual (English) and the experimental group that taught using bilingual (English-Filipino).

DISCUSSIONS
The mean of the pretest and posttest of the control group was greater than the experimental group, which means that the level of performance of the control group was greater than the experimental group and the computed t-statistics was less than the level of significance for one-tailed test. Therefore, there was no significant difference between the result of posttest in the control and experimental group. The medium of instruction using bilingual is as good as using monolingual in the teaching and learning process.

KEYWORDS: bilingual, medium of instruction, academic performance

SUBMISSION ID: R04A-CAVITP-0202

Enhancing Academic Performance of Grade 6 Pupils in Mathematics through Differentiated Instruction

Fritzie Capil

Abstract

INTRODUCTION
This study was funded by the Department of Education through Basic Education Research Fund (BERF). The study is a descriptive and qualitative research which aims to determine the effectiveness of differentiated instruction in enhancing the academic performance of Grade 6 pupils in Mathematics who were subject through Differentiated Instruction. The pupils of Grade 6-Saturn of Tabiguian Elementary School vary in personal interests and intellectual aspects and abilities. It was also revealed on the results of their periodic test that the performance level in Mathematics is 47% which is below the planning standard of 75%. By considering varied learning needs and to improve the academic performance of the pupils, the teacher-researcher used Differentiated Instruction to address the different learning needs of the pupils especially in improving their academic performance in Mathematics.

METHODS
The main instrument used to gather data is the pre and posttest which was validated by selected Grade 6 Mathematics teachers. The statistical tools used are the mean, performance level, and t-test.

RESULTS
Results reveal that the performance level of Grade 6 Saturn pupils in their pretest was 36.71% but had increased to 51.57% performance level in their posttest after teachers utilized DI in teaching Mathematics. The t-test computed value of -6.9135 is beyond the tabular value of -2.0518 at 0.05 level of significance with 27 degrees of freedom. The null hypothesis is rejected. The researcher concludes that there is a significant difference between pretest and posttest since the posttest result is higher than the pretest result.

DISCUSSIONS
The results simply imply that Differentiated Instruction is an effective tool in enhancing the academic performance of Grade 6 pupils. It is recommended that learning activities to be provided must accommodate each child's learning needs and preferences to achieve maximum growth as a learner. Interventions done by the researcher must be adopted by the teachers in teaching Mathematics. The plan of action must materialize throughout the school year.

KEYWORDS: Differentiated instruction

SUBMISSION ID: R005-TABACO-0001

Enhancing Competencies of English Teachers through Teaching Buddy System

Jovy Perez, Master Teacher 1

Abstract

INTRODUCTION
Teachers can do a lot but they can perform better with a buddy— someone in the workplace who can scaffold and support them in doing their duties. Also, Department of Education Order No.39, s. 2016 which is the Adoption of the Basic Education Research Agenda stipulates the continuing professional development and support which includes coaching and mentoring of teachers.

METHODS
Descriptive method of research was used to gather relevant data which can be used for the purpose of the study. A survey questionnaire administered among 40 English teachers of Batangas National High School was used to determine their problems in teaching and pedagogy, working relationships, and leadership styles. How can a Teaching Buddy System help in enhancing the competencies of English Teachers and what action plan could be proposed to improve the competencies of teachers?

RESULTS
The study revealed that teachers have problems, to some extent, in teaching and pedagogy and difficulty in applying a variety of assessment tools in monitoring, evaluation, documentation, and reporting learner's needs, progress, and achievement. Teachers tolerate or accept having a buddy or group buddies in a department. A leader can play a great role in showing urgency of submission of assignments, forms, and utilization of assessment reports. Results also showed that a Teaching Buddy System can help a teacher through modeling effective applications of content knowledge, collaborating with co-teachers using ICT, applications of research and new teaching strategies, being an initiator of collaboration and partnerships, giving recognition, appreciation or compliment for one's accomplishment and achievement, showing appreciation of one's ideas and suggestions in making plans and actions, extending support in preparing presentations of the lesson, humbly perform tasks that one cannot do, and assisting one in accomplishing reports and related works in teaching. Similarly, the study revealed that teachers need technical assistance for professional growth through trainings and workshops.

DISCUSSIONS
This research revealed that the competencies of English teachers can be enhanced through a Teaching Buddy System. Teachers greatly need the following support in their instruction and reporting: trainings/seminars on teaching strategies in different learning competencies, Photoshop and infographic design in teaching, exploring Microsoft Excel for calculations, video and audio editing, writing and publishing self-made articles, and preparing PowerPoint presentations.

KEYWORDS: teaching buddy system, competencies

**Enhancing English Oral Communication Skills of Senior High School
Home Economics Students through "English Day: Everyday Program"**

Marites M. Lacostaña, Casay National High School

(Adviser: Maide Rovero)

Abstract

INTRODUCTION
The objective of the study is to ascertain the outcomes of English oral communication skills of the students. It aims to prove that the English Day: Everyday Program is an effective tool in coping with poor English communication skills. This study is a one-of-a-kind tool in enhancing poor communication skills using English language and a novel way to better enhance the English oral communication skills of SHS Home Economics students in CNHS San Francisco, Quezon.

METHODS
The study used a descriptive research design utilizing quantitative approach to determine the program's significance and implications to the behavior of the respondents. A self-designed survey questionnaire made by the researcher was used to gather feedbacks on the effectiveness of the program.

RESULTS
Based on the pretest and posttest results, the study reveals that there is a 34% score increase in the posttest which means that the respondents agree that their English oral communication skills had changed and developed after participating in the spelling bee and seminar-workshop intervention programs used by the researcher. Result also showed that "English Day, Everyday Program" is highly recommended and proven effective in coping with poor oral communication skills of the students. Similarly, the respondents "Agree," with 3.34 (WAM), which implies the significance of the program.

DISCUSSIONS
The results demonstrate that the implementation of English Day: Everyday Program in SHS Home Economics Students in CNHS is effective. After the implementation of the program, most of the respondents used English grammar correctly. It affords them better opportunities for career advancement and motivation for their communication skills and finding relevant information for their needs. Respondents also agree that the spelling bee is one of the best techniques that can contribute to their knowledge and interest.

KEYWORDS: Communication Skills, Competencies, English Enhancement, Language, Oral Communication

Enhancing English Reading Strategies in the Primary Grades of Subic Elementary School

Liza Hilario, Department of Education

Abstract

INTRODUCTION

Comprehension serves as basis for the pupils' reading ability. The more they are able to answer the comprehension questions, the more their level of understanding improves. This means pupils with poor comprehension are poor readers. The researchers have found that English reading strategies are key elements in developing children's comprehension skills. Teachers need to be prepared to design effective reading strategies and how to teach these strategies to their pupils. The researchers aim to study the effective reading strategies the teachers use in order to improve pupils' reading skills in English.

METHODS

The researchers gathered data through the use of questionnaires, surveys, and interviews. The researchers secured the oral reading pretest results and conducted a Teachers' Reading Strategies survey. The respondents are the twelve (12) teachers from Grades I to III.

RESULTS

Primary pupils' oral reading results showed a remarkable improvement as reflected in the pre and posttest results. The number of fast readers in Grade I went up to 52% gaining a 23% increase while the number of struggling readers decreased to 3%. In Grade II, 22% improvement in fast readers was achieved and only 5% were left in the "struggling" level. It was also noted that in Grade III, a 10% increase in the number of fast readers was achieved in the posttest and a decrease of 6% in the number of struggling pupils. The progress of the teachers' English reading strategies done after the initial survey was also tabulated. The most commonly used strategies with the highest frequency in the primary grades are Visualize, Evaluate Understanding, and SSQ (Stop, Summarize, Question). Strategies like Children's Book Week Activities, Book Talk (Story Telling), and Reading Activity Calendar were done occasionally.

DISCUSSIONS

The results showed that different methods in teaching reading greatly affect the reading ability of the pupils. Strategies like Visualize, Evaluate Understanding, and SSQ (Stop, Summarize, Question) are considered by the researchers as the three most effective strategies. The findings can also help provide insights into the type of strategies the teacher will use to solve their students' reading problems.

KEYWORDS: enhancing, strategies, insights

SUBMISSION ID: R04A-BATANP-1512

Enhancing Environmental Awareness through Project I-MEL (I Manage Every Littered Paper in School)

Melrio Balatbat, Department of Education

Abstract

INTRODUCTION
The school's stakeholders play important roles in proper solid waste management in compliance to the Ecological Solid Management Act of 2000 (Republic Act No. 90003). This action research was funded by the Basic Education Research Fund (BERF). The research seeks to investigate the following: (1) the effectiveness Project I-MEL for S.Y. 2017-2018 in reducing solid waste in TNCES as perceived by the teachers, pupils, and parents; and (2) the level of effectiveness of Project I-MEL as perceived by the groups of respondents in reducing solid waste in TNCES.

METHODS
This study employed the Descriptive Method of research. The respondents of this study were the 37 teachers, 307 both pupils, and parents of TNCES. The weighted mean from the conducted survey was computed. To determine the effectiveness of Project I-MEL in reducing solid waste in school, a 5-point Likert scale was used with corresponding range and adjective description.

RESULTS
Results show that the computed average weighted mean from the teachers' group was 4.41 with "Very Effective" adjective description, 3.79 from the students' group with "Very Effective" adjective description, and 3.56 from the parents' group with "Very Effective" adjective description with an overall weighted mean of 3.92. Findings imply that Project I-MEL in school was "Very Effective." It was also proven that there is no significant difference on the level of effectiveness of the implemented project as perceived by the three groups of respondents.

DISCUSSIONS
Project I-MEL was successful because the systematic execution of the project was given importance by the personnel, pupils, and parents of Tabaco North Central Elementary School. According to Busalla (2010), participation is key when students are involved in the waste management program of the school. An effective and sustainable implementation of the waste management practices is achieved. The support of the school's administration to waste management is also critical through the creation of a committee involved in the implementation and supervision of the project and thus commitment to the project and its sustainability needs to be considered. In relation to the cited importance of Project I-MEL in TNCES, it is therefore highly recommended that other schools and agencies adopt the said innovation to address the environmental issue concerning proper waste disposal in their respective stations.

SUBMISSION ID: R005-TABACO-0002

Enhancing Grade 4-Science Class Pupils' Performance in Science through Digital Light Processing Projector (DLP) Assisted Instruction: An Action Research

Evelyn Chua

Abstract

INTRODUCTION
Science involves very broad concepts, knowledge, and application. Average periodic test results in Science in the Second Quarter of SY 2014-2015 and 2015-2016 show that pupils of Grade 4-Science class garnered average periodic test scores of 82.03% and 83.41%, respectively. This is below the standard level considering that they are in a Science class. This study focuses on to how to improve the pupils' performance and mastery level in Science through the use of a DLP projector. The study is also aimed to develop the retention rate by visual and actual presentation of lessons specifically the lessons that books and other reference materials cannot offer optimal understanding among pupils.

METHODS
A descriptive research method was employed in this study. Using the traditional approach and varied instructional materials, the researcher taught all the lessons in the second grading period prescribed in the K to 12 Curriculum Guide (GC). A group activity or Performance Work Approach (PWA) was also utilized. A pretest and posttest were administered to thirty-five (35) pupils from Grade 4-Science Class Curriculum to evaluate their performance. The said tests were again administered and compared after the DLP projector assisted instruction was introduced. The data gathered during the pretest and posttest using the traditional way of teaching and DLP assisted instruction were compared using t-test.

RESULTS
The study showed that there was a significant difference between the mean scores in the pretest and posttest both in traditional teaching method and using DLP assisted instruction. DLP assisted instruction is more effective in enhancing pupils' performance in Science. Based from the calculated Index of Mastery (IM), the DLP assisted instruction is higher compared to the traditional teaching method. Therefore, the former has greater impact in enhancing pupils' performance in Science. The results also revealed that there is a correlation between the mastery level and retention level. When the mastery level increases, it means that the retention level also increases.

DISCUSSIONS
Results revealed that the DLP assisted instruction showed remarkable impact in enhancing the performance of the pupils in Science through Education Technology. Thus, the researcher recommends to school authorities the use of DLP in instruction. Furthermore, it is recommended to conduct a similar study in another subject and/or in another grade level as focus of the research to ascertain further the results of this study.

KEYWORDS: Digital Light Processing Projector (DLP) Assisted Instruction

SUBMISSION ID: R04A-CAVITP-0800

**Enhancing Language and Scientific Literacy among Grade 3 Pupils
through the Use of Modules in Science**

Kathleen Angat, Lumipa Elementary School

Abstract

INTRODUCTION

Scientific literacy is a skill wherein the person can ask, find, or determine answers to questions derived from curiosity about everyday experiences. It means that a person has the ability to describe, explain, and predict natural phenomena. Several studies in the world have indicated that Science teachers who are proficient in process skills use strategies that give children opportunities to learn those skills (Harlen, 1985, 2010). There are some students who have difficulties in reading. Therefore, it is important that students be given intervention materials to develop their reading skills. This study experimented if there is a significant difference in the pupils' language/ reading performance and scientific literacy after using a modular approach in teaching Science 3.

METHODS

The proponent used the descriptive type of research, particularly quantitative research. Purposive Sampling was used since there were only 15 pupils in Grade 3 at Lumipa Elementary School. The statistical tool used was parametric statistics, particularly the t-test to determine if there is a significant difference between the pretest and posttest in the language/reading performance and scientific literacy of the pupils after using the modular approach in teaching Science 3. The instruments used were (a) modules during the experimentation and (b) pre and posttest results.

RESULTS

Results show that there is a significant difference between the pretest and posttest in the language/reading performance and scientific literacy after using modular approach in teaching Science 3 demonstrated by the t-test at É '= .05, df = 28, and t .05 = 1.734. Because the computed value of t is 2.342, the null hypotheses was rejected. There were 13 out of 15 pupils who attained the independent level in reading after the experimentation. The modular intervention materials were effective in developing/enhancing language and scientific literacy among Grade 3 pupils.

DISCUSSIONS

It is found in this study that a module can help develop the reading ability of the pupils. Scientific literacy will lead them to be more capable in coping up with their lessons. Using modules have many advantages in developing the reading skill of the learners (Brown et al., 2010). Modular teaching may help develop many notable and self-reliant characters and in much more modern ways, pupils enjoy periods in which they pursue their interests and satisfy their curiosities (Manlove and David, 2015).

KEYWORDS: ENHANCING

SUBMISSION ID: R04A-CAVITP-0430

Enhancing Mathematical Ability of Grade 6 Pupils through Problem-Solving

Evangeline Borsal, Department of Education - Tabaco City Division

Abstract

INTRODUCTION

This action research was funded by the Department of Education through the Basic Education Research Fund (BERF). Problem solving is essential in Mathematics and to everyday life. It develops skills needed for real-life situations. However, 29 out 31 pupils or 94% of the Grade 6-1 class of Comon Elementary School had difficulty in solving mathematical problems based on the pretest result and their performance in Mathematics class. They can do simple computations like addition, subtraction, multiplication, and division but not word problems. To test the effectiveness of using problem-solving in enhancing the Mathematical ability of Grade 6-1 pupils and to improve their academic performance, the researcher conducted this action research.

METHODS

Descriptive-Correlational Method was used in the study. The 29 pupils underwent learning sessions in Mathematics using problem-solving. They were the same pupils who took the pretest and the posttest. Results of the tests were recorded, analyzed, and interpreted using the mean, percentage, and t-test for correlated sample. The researcher provided activity sheets on mathematical word problems to the pupils during the daily Supervised Study using problem-solving. Prior to that, the researcher taught the pupils problem-solving strategies in answering mathematical word problems. For each session, the use of problem-solving strategy in answering the activities was also given emphasis.

RESULTS

The researcher found out that the performance level of the Grade 6-1 pupils in Mathematics showed a significant increase. The pretest performance level was 28.20% and the posttest performance level was 82.68%. There is a significant difference in the performance of Grade 6 pupils in the pre and posttest. The use of problem-solving is an effective intervention in Mathematics in improving the academic performance of the pupils in the discipline. Teaching problem-solving strategies also helped improve the academic achievement of the pupils.

DISCUSSIONS

The findings imply that the use of problem-solving as a mathematical intervention to Grade 6 pupils improved their performance achievement. Pupils who are exposed to problem-solving can perform better in their Mathematics class which led to increased academic performance. These results support the studies of Luzmanuel (1990), Nuzum (1991), and Chang, et al (2001) that students showed good results if they were taught with the problem-solving approach.

KEYWORDS: problem-solving, mathematical ability, academic performance

Enhancing Mathematical Competence of Pupils through Game-Based Learning

Ma. Glenda Beratio

Abstract

INTRODUCTION
Mathematics can be a challenging subject to learn. Educational video games have the potential of addressing these challenges. Interactive games can consume children's attention for hours while providing them with effective instruction and engaging learning experience. Games have been used to promote children's Mathematics achievement in various domains including problem-solving and algebra skills, strategic and reasoning abilities, critical skills, and procedures.

METHODS
The study used Experimental Design with participating pupils of Petronilo L. Torres Memorial Elementary School in Naic, Cavite. They were selected on the basis of age, sex, and academic performance. Twenty pupils each were distributed between the experimental group (game-based learning) and control group (traditional learning). The mathematical competency test was used for grouping. A 20-items test on Mathematics proficiency was administered. The t-test was used.

RESULTS
Results show that the pretest for both the experimental and control groups have no significant difference. Results of the posttest, however, shows a significant difference between the control and experimental group's performance. Results suggest that the Game-Based Learning Method is effective in improving and enhancing the competence of pupils in Mathematics.

KEYWORDS:

SUBMISSION ID: R04A-CAVITP-1107

Enhancing Mathematical Performance of Grade 6 Learners through Sining sa Matematika (SINIMA)

Maricar Boyonas, Department of Education Cavite Region IV-A/ San Gabriel II Elem. Sch.

Abstract

INTRODUCTION

This action research aims to enhance the performance of Grade 6 learners in Mathematics in San Gabriel II Elementary School by using Sining sa Matematika (SINIMA). This seeks to (1) use Sining sa Matematika (SINIMA) to enhancing learners' mastery in Mathematics; (2) to improve comprehension skills in Mathematical concepts; (3) use, stimulate, motivate, and sustain pupils' interest in Mathematics, and (4) improve teaching strategy.

METHODS

The study was conducted during the 1st and 2nd Grading Periods targeting 46 pupils. It made use of One -Shot Experimental Design to test the effectiveness of "Sining sa Matematika (SINIMA)".

RESULTS

Findings showed that (SINIMA) enhanced the performances of Grade 6 learners in Mathematics.

DISCUSSIONS

From the results, the researcher draws conclusions with the following statements: (1) Sining sa Matematika (SINIMA) enhanced the mastery learning and comprehension of Grade 6 learners based on the pretest and posttest. There was a significant difference between the means of pretest and posttest using t-test as the statistical treatment; (2) Sining sa Matematika (SINIMA) stimulated, motivated, and sustained pupils' interests; (3) Sining sa Matematika (SINIMA) improved teaching strategies in Mathematics. The researcher suggests that teachers should be encouraged and motivated to use Sining sa Matematika (SINIMA) so as to enhance pupils' performance. The integration of arts should not only be used in teaching Mathematics but also with other subjects. The school head should encourage and support the generation and use of the Sining sa Matematika (SINIMA).

Enhancing Mathematics Skills through Intervening Scaffolding Instruction

Rose Ann Lozano, Pagsawitan Elementary School

Abstract

INTRODUCTION

In the 21st Century classroom, the focus is no longer on memorizing and recalling facts but rather on functional learning. In real classroom scenarios, students do not have mastery of the subject matter and can easily forget what their teacher has taught them. Teachers in public schools are required to conduct an action research and propose effective strategies and interventions to create a solution on how to enhance the performance of the students. Scaffolding is one strategy used by teachers to enhance learning and aid students in the mastery of tasks. It helps students finish a complex task or achieve a goal that they could not accomplish on their own (Wood et al., 1976).

METHODS

This study used quasi-experimental type of research to determine and describe the extent of the learning activities developed by the researcher and its effectiveness to enhance the Mathematical skills of the elementary pupils. The researcher developed Scaffolding Activities in terms of physical activities and visual arts activities aligned in K to 12 Mathematics curriculum for Grade 4. Two different classes of Grade 4 enrolled in Pagsawitan Elementary School during the School Year 2017-2018 participated respondents.

RESULTS

The Grade 4 pupils described the scaffold physical activities and visual art activities that helped them enhance their Mathematical skill as very evident. The mean level of pupils' Mathematics skills in the pretest and posttest in the control group are both verbally interpreted as Approaching Proficiency. On the other hand, the mean level of pupils' Mathematics skills in the pretest and posttest in the experimental group was described as Developing to Approaching Proficiency. It shows that scaffolding physical activities and visual art activities enhanced the Mathematical skills of the Grade 4 pupils.

DISCUSSIONS

The result shows that scaffolding physical activities and visual arts activities enhanced the skills of the Grade 4 pupils in Mathematics. Scaffolding activities can be integrated on the other subjects where their students can learn and enjoy at the same time. Teachers should focus on the mathematical skills of the pupils which need to be enhance by developing instructional materials that are appropriate for diverse learners. Teachers must determine the level of the prior knowledge of the pupils on the topics to be discussed for them to have ideas on how to enhance their skills. It is recommended for the other researchers to make use of a larger number of respondents to be able to verify the results of the present study.

KEYWORDS: ENHANCING MATHEMATICS SKILLS THROUGH INTERVENING SCAFFOLDING INSTRUCTION

**Enhancing Oral Communication Skills in English among Grade 6 Pupils of
Balangon Elementary School**

Babyjane Aquino & Joan H. Caag, Department of Education

Abstract

INTRODUCTION
Good oral communication skills in English is one of the most important factors that need to be developed and enhanced among our learners simply because it leads to effective communication. Thus, the researcher aims to discover the reasons for pupils' unwillingness to communicate in English and to find ways to overcome the barrier.

METHODS
The study is a qualitative research that requires only a single class. The tool to be used is an Oral Communication Test with Rubrics as the basis and criteria for assessment of 34 respondents. In order to make this study possible, an action plan was created and was implemented in the classroom through observation and keeping records of Grade 6 pupils' improvement and interaction.

RESULTS
The findings of pre and post intervention phases of thirty-four (34) participants proved that the pupils' oral communication skills have shown a remarkable improvement by giving opportunities to practical oral languages, providing conducive learning environments, and using new teaching strategies. The study recommended that the time allocated for teaching oral communication skill must be increased to give students the chance to carry out different speaking activities. Teachers should support their pupils to overcome inhibition problems by being friendly, helpful, and cooperative so that they will be able to speak comfortably in their class and not worry about making mistakes.

DISCUSSIONS
Enhancing the communicative competence among our pupils is one of the most crucial situations for English teachers. English is the second language in the country and it is necessary to build communicative competence among learners. Lack of linguistic knowledge often leads pupils to shyness. They are found to be silent or have profound fear of committing mistakes. The students not given opportunities to speak English in their everyday communication leads to poor oral communication. The researcher attempts to investigate the level of speaking competency of Grade 6 pupils, the difficulties that the pupils encounter with problems in oral communication, and the ways to improve difficulties in oral communication skills.

KEYWORDS: oral communication, enhancing

SUBMISSION ID: R04A-BATANP-1335

Enhancing Parental Involvement through Reward System

Ma. Isabel Banawon, Department Of Education, Tabaco City Division

Abstract

INTRODUCTION

The Department of Education stresses the importance of parental involvement and community partnership. The school, as an institution for learning, appreciates the support provided by the community members. The teachers who develop the young minds and hearts of the children to become assets of society also perceive the significance of parental involvement. The parents need to know their children's class standing so that they themselves can help their children either sustain or improve the current academic status. During the last two school years, the researcher observed that only a few parents are actively engaged in school activities. The record shows that less than 50% of the expected number of parents attend Homeroom PTA meetings. This is exactly the reason why the researcher conducted this action research. The main goal of this action research is to enhance parental involvement through an intervention in the form of the reward system. She conducted this action research to prove that through the reward system the parental involvement will be increased.

METHODS

The researcher employed extrinsic motivation among parents by means of giving them groceries every time she calls for HPTA meetings. However, it is explained to the parents that the reward system is not to mislead them that they only should have to attend the meetings because of the items being given to them. The researcher explained to them briefly that the main advantage of attending the HPTA meeting is not merely having these materials but rather to exhibit constant support for their children. This extrinsic motivation led to intrinsic motivation eventually. Parents who did not attend the meeting were given a reply slip from which they will write the reason for not attending the meeting. And by means of the reply slip, the researcher consolidated the main reason why parents did not attend the conferences.

RESULTS

Results show that the percentage of the number of parents who participated in the three Brigada Eskwela increased at 35.29%, 58.82% and 88.24%. It was also shown in this study that the number of parents who attended the four HPTA meetings also increased at 41.18%, 47.06%, 73.53%, and 82.35%.

DISCUSSIONS

This action research exhibits that the intervention (reward system) used by the researcher to improve parental involvement was effective. This action research was funded by Department of Education under the Basic Education Research Fund.

KEYWORDS: Enhancing Parental Involvement Through Reward System

SUBMISSION ID: R005-TABACO-0037

Enhancing Problem Solving Skills in Mathematics through Problem-Solving Activities

Vivian Abarro & Michelle P. San Andres Longa, Baras-Pinugay Integrated School - Senior High

Abstract

INTRODUCTION
One of the most important means in saving money is storing them in banks. It is the safest mode of keeping money so that no one can steal it. Aside from this, once the money is kept in banks, it gains interests. Interests pertain to money paid regularly at a particular rate for the use of money lent. Interests are categorized into simple and compound interests. This subject matter is important for students to learn. Students in Business Mathematics are expected to display competencies such as distinguish simple and compound interests. In addition, compute interest, maturity value, future value, and present value in simple and compound interest environment. Moreover, learners should be able to solve problems involving simple and compound interests (Curriculum Guide in Business Mathematics).

METHODS
To determine the effectiveness of the problem-solving activities, a Randomized Pretest Posttest Only Control Group Design was used. In this design, two groups of respondents were used. These are the control and experimental groups. Each group had twenty-five (25) randomly selected members. The members of the control group were selected from the learners from the TVL track class and the experimental group was selected from the GAS strand class.

RESULTS
Results show that the mean score of the learners in the experimental group in posttest is higher than the mean score of the learners in the control group. There was a significant difference between the mean scores in the pretest and posttest of the experimental group. Moreover, there was a significant difference between the score in posttest of the learners in the experimental and control groups.

DISCUSSIONS
The study found that problem-solving activities are helpful in enhancing the problem-solving skills of the learners as stated in the result of the post test. But this study can still be subject for verification and application to other topics in Business Mathematics due to its limits on the topics covered. As for now, with the topics Simple and Compound Interest, it is strongly suggested that this method should be adopted to help the learners improve their skills in word problem-solving.

KEYWORDS: problem solving skills, problem solving activities, word problem

Enhancing Problem Solving Skills of Grade 6-1 Pupils of Pinaglabanan Elementary School through Cooperative Learning

Josie T. Apostol

Abstract

INTRODUCTION

This study was conducted to enhance the problem-solving skills of Grade 6 pupils of Pinaglabanan Elementary School for School Year 2014-2015, to determine the level of solving skills of the pupils in Mathematics, identify the problem solving skills they performed well, identify skills that need improvement, and determine the effectiveness of cooperative learning strategies in teaching Mathematics.

METHODS

This study used the Descriptive Design. It also utilized the Triangulation Method that includes questionnaire, test, and interview. The pretest and posttest result for every skill taught were thoroughly interpreted and analyzed. Every competency of the class in pretest and posttest were identified to determine the performance level of the pupils and be given necessary interventions. The pupils worked on their outputs using the different cooperative learning such as small group discussion, congressional discussion, triads, dyads and pair, and think and share.

RESULTS

In general, the pupils' PL increased in almost all the competencies tested. 1-2-Step Word Problems involving addition or subtraction of decimals including currency had a 78.29% rating. 1-3-Step Word Problems involving addition, subtraction, and multiplication of decimals had an 84.14% rating. Word problems involving division of decimals including currency had a 97.86% rating. Solving 2-3-Step Word Problems including currency had a 91% rating. Word problems in addition and subtraction of fractions in simple or mixed forms with or without regrouping had a 94.71% rating. 2-3-Step Word Problems involving addition, subtraction, and multiplication in simple or mixed form, a PL of 69.86% was recorded. Solving word problems involving division of fractions, a PL of 84.71% was recorded. Solving 2-3-Step Word Problems involving all operations in fraction has a PL of 47.57%. As to the impact, there was an increase of the number of pupils who have enhanced their problem solving skills.

DISCUSSIONS

The researcher recommends encouraging and accepting pupils' autonomy and initiative. Teachers should also make use of cognitive terminology such as: illustrate, visualize, and create. Teachers should also give thought-provoking and open-ended questions to each other and seek elaboration of pupils' responses. The intervention materials that should be prepared by the teacher must foster understanding on the different operations by using objects as reference for numbers and demonstrating the physical manipulation associated with each operation. Cooperative learning is highly recommended for active and enthusiastic pupils but less active pupils must be encouraged and be given opportunities to participate.

KEYWORDS: enhancing, problem solving, skills, though, cooperative, learning

Enhancing Pupils' Classroom Etiquette towards Positive Attitudes on Learning of Grade School Pupils of San Vicente Elementary School

Ana E. Masayes, Aphrodite Maligalig, & Divina H. Marasigan, Department of Education Sto. Tomas

Abstract

INTRODUCTION
School is an institution for leading society towards a better future. School develops the proper manner of a child or rather a whole being of a person. It develops one's conscience in dealing with other people especially towards authorities and elders. As educators, proper behavior, and attitudes must be transferred to pupils according to their level of comprehension.

METHODS
Checklist and questionnaire were the tools used to gather data and information. The descriptive method was used which produced a description of individual variables as they existed within a specific group.

RESULTS
The results show that the insights of teachers on pupils' classroom etiquettes listed were alike. The identified problems were molding pupils' attitudes and behaviors and were recorded according to the environment that they are into. Through the influence of technology and lack of parents' duties, the situations affect the character and learning progress of a child. The situations include arriving in class on time, contribution and participation in class discussion when appropriate, addressing teachers properly, contacting teachers when absent in class, accepting responsibilities and accountability for all their actions, respecting the rights of others, following classroom rules and regulations, study habits, classroom behavior, doing homework diligently and patiently, and submission of assignments and projects ahead of time.

DISCUSSIONS
The reactions of respondents based on the results prove that pupils of SVES are diligent in time and learning the value of etiquettes were consistently the priority of the school through the cooperation of the school head, teachers, and parents. There is no difference between the insights of teachers. The proposed best practices of etiquettes will be imposed on pupils with parents to look and observe.

KEYWORDS: etiquette, environment, teachers, rules and regulations, behavior

SUBMISSION ID: R04A-BATANP-1969

Enhancing Pupil's Engagement in Araling Panlipunan Teaching and Learning Activities

Arnaiz A. Saquin, Department Of Education/Teacher

(Adviser: Arnaiz Saquin)

Abstract

INTRODUCTION

Teaching is a process by which one interacts with another person with the intention of influencing the learning of the pupils. The researcher conducted the study to assess the pupils' engagement in teaching and learning activities of Araling Panlipunan and for teachers to utilize the methodologies and strategies that will meet the standards of the 21st Century learning requirements for the learning goals of the learners. Since the full implementation of the K to 12 Basic Education Curriculum, the effectiveness of the utilization of the strategies on pupils engagement in learning Araling Panlipunan has never been studied in Lemery Pilot Elementary School. As an Araling Panlipunan teacher, the researcher expressed the needs to analyze the engagement of the pupils in the activities in the classroom and the teachers' utilization of methodology and strategies.

METHODS

The descriptive method of research was used in this study. The Descriptive Research Design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. This method was applicable to the study since it assessed the pupils' engagement in the teaching and learning activities of Araling Panlipunan. The respondents of the study will be the four (4) Araling Panlipunan teachers and 270 Grade 4 pupils in Lemery Pilot Elementary School.

RESULTS

Among the methodologies used in teaching Grade 4 Araling Panlipunan, the pupils were highly engaged in lessons through "role plays," "brainstorming," and "teaching with data." That the Araling Panlipunan teachers performed outstandingly in the utilization of teaching methodologies specifically in lecture or discussion or in telling, explaining, describing, or relating whatever information the students are required to learn through listening and understanding. Teachers also performed well in helping pupils understand complex ideas using drawings and diagrams to engage visual learners. They showed relationships, clarified concepts, and facilitated communication by means of Venn Diagrams.

DISCUSSIONS

The school heads along with the department head/subject coordinator of Araling Panlipunan need to design an enriched theme for Small Learning Action Cell (SLAC) sessions that will help teachers use the best practices and strategies and developing their assessment tools. There is a need for rigorous training for Araling Panlipunan teachers in managing strategies and assessment tools.

KEYWORDS: Araling Panlipunan, teaching and learning activities, Grade Four

Enhancing Pupils' Motivation in Science 6 Subject at Haring Elementary School (Annex) through Utilization of Television-In-School (TIS) and Educational Video-Assisted Instruction (EVAI).

Rhyan Pillogo, Department of Education - Cam.Sur

Abstract

INTRODUCTION

This study, a Basic Education Research Fund (BERF) grantee, was designed to determine the effect of Television-in-School (TIS) and Educational Video-Assisted Instruction (EVAI) to pupils' motivation in Science 6 subject and to their attitude, participation, grade, homework, and teachers' teaching styles. Specifically, it was aimed to determine if there are significant differences on the pupils' motivation along different categories mentioned upon the implementation of the strategies. To fully maximize the potential of these proposed strategies, the researcher introduced an innovative way to incorporate TIS and EVAI in teaching resulting to more motivated pupils and improved learning outcomes. It has three (3) simple steps. The first step is "Plan Ahead" followed by "Promote Active Viewing," and the last step is, "Do Interactive Viewing."

METHODS

This study used the One Group Pretest Posttest study design. One group of 15 pupils, were chosen as the control and experimental group. A 25-item, teacher-made questionnaire for motivation with different categories with five (5) questions each, was used in this study. The control group was taught using the conventional method of teaching while the experimental group was taught using the TIS/EVAI method of teaching with innovative approach. Responses were tabulated in tables and interpreted through graphs. Percentage increase and decrease was used to compare the difference between the conventional methods of teaching and the proposed methods in each category. Two-Way Sample t-test was to compute for significant differences.

RESULTS

The study revealed that there was a significant difference between the mean responsibility of 14.86 for conventional method and 105.33 mean responsibility for TIS/EVAI. This study has proven that the use of the TIS/EVAI was effective in improving/increasing the motivation for Science along criteria on attitude (81%), participation (47%), homework (30%), grades (41%), and teaching style (70%).

DISCUSSIONS

Results show that TIS/EVAI made the respondents more motivated to come to class, participated in class discussion, and asked questions related to the topic. When they did understand the topic well, they caught up easily, better enjoyed learning, and not feel bored about it. They showed good relationship with the teacher and treated the subject as important, fun, and interesting. The proposed strategies/interventions is in no way intended to be comprehensive or definitive, but instead should be seen as a springboard for further innovation.

KEYWORDS: Television-in-School, Educational video-assisted instruction, Active viewing, Interactive viewing.

SUBMISSION ID: R005-CAMSUR-0030

Enhancing Pupils Performance in Research through the Use of Science Investigatory Project (SIP)

Analiza Ravela, Balayan West Central School

Abstract

INTRODUCTION

The Science Investigatory Project (SIP) is an undertaking for Science pupils that needs an application of certain scientific principles and ideas. One of its aims is to develop one's capacity in order to actively and effectively participate the solution of problems being faced by the community through the application of rational and creative thinking process in search for the solution of the problem. It has been observed by the researcher that the pupils are not aware of the important contribution of research to man's life. The pupils in Grade 5 that the researcher handled are expected to acquire high performance because of the fact that they have already adopted technology through the use of Science Investigatory Projects.

METHODS

The pupils conducted the Science Investigatory Project based on the research that they have chosen. The researcher used data gathering method which indicated the percentage distribution of the performance level of each section of Grade 5 pupils who did the research work. It has been found out that there were more pupils who did not make the research. Furthermore, the researcher also used a data analysis plan that showed that pupils need more enhancement in research.

RESULTS

The findings implied that there was a need for an enhancement in the research work of the pupils. The results showed that there was one (1) section in Grade 5 that acquired an average level of performance. It may be because Grade 5-Mercury was the star section in the Grade 5 level as evident in the higher percentage results that was interpreted as average level of performance. These findings can be attributed to the knowledge and skills they learned in learning research. The other sections of Grade 5 got the performance level of Below Average, Needs Improvement and Poor which implies a need for an enhancement in through learning research.

DISCUSSIONS

The effect of using the Science Investigatory Project in the performance of the pupils in research was to continue the motivation of the pupils to conduct valuable and relevant investigation but still the pupils failed to maximize their potentials as researchers. The findings of the research, where pupils exhibited poor level in learning research, may be attributed to the lack of gadgets like computers, laptops, internet, and other resources.

KEYWORDS: investigatory, performance, investigatory

SUBMISSION ID: R04A-BATANP-2156

Enhancing Reading Comprehension Level of Grade 6 Pupils Using Think-Pair-Share Strategy in Abung Elementary School

Rosenda Dimaano, Department of Education

Abstract

INTRODUCTION

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Without the solid foundation of reading skills, the researcher feels the children will be struggle hard through their schooling. By learning the best comprehension strategies and how to best teach these strategies to the pupils, the researcher hopes to provide the solid foundation need to succeed.

METHODS

A descriptive method through questionnaire was used to gather data. The questionnaires concisely develop to determine the enhancement of reading comprehension level of grade six pupils. Thirty-six Grade Six pupils responded to a set of questions.

RESULTS

Based from the data being tabulated from the questionnaire, the common difficulties encountered by the respondents that really affect their reading was their nervousness. Difficult or boring content of the text, shortage of time reading, content, word / vocabulary difficulties and unusual sentence length were also affecting the reading abilities of pupils. The data suggest that using think-pair-share strategy facilitates increased student participation in class discussion and reading comprehension that increases the quality of students responses.

DISCUSSIONS

The results demonstrate the need of teachers to use think-pair-share strategy in their classes since it helps to improve their achievements and increase cooperation, motivation and increases the reading comprehension level. Students should be encouraged to apply this strategy in speaking and reading lessons to develop their comprehension skills. Furthermore, the curriculum designers need to increase the activities that use the think-pair-share strategy since it helps to develop the critical thinking skills

KEYWORDS: strategy, comprehension skills, critical thinking

SUBMISSION ID: R04A-BATANP-0671

Enhancing Reading Comprehension Performance of Grade 6 Jasmine of Rizal Elementary School through the Implementation of Project 222

Jewell Rivera

Abstract

INTRODUCTION

Reading is one of the literary skills that a child must acquire. This skill will enable a child to unlock new learning that he might encounter while he is studying. But the reality that the development of every learner is not the same to one another results to poor grasping of insights of some pupils in reading. As this problem arise, an intervention was created.

METHODS

The study employed descriptive research method specifically quasi-experimental method. Two (2) pupils of Grade VI-Jasmine of Rizal Elementary School were the respondents of this action research through purposive sampling. To verify the effectiveness of the intervention program, the relevant collected data were treated statistically using t-test.

RESULTS

There is a significant difference in the reading comprehension and performance of Grade VI-Jasmine pupils before and after the implementation of Project 222. There is an increase in the reading comprehension performance of two (2) pupils of Grade VI-Jasmine after 2 weeks of remediation with 2 stories everyday as shown in the post reading test where the mean average of the reading comprehension appeared to be positive. Reading intervention programs are essential to attend the needs of the learners in reading in the 21st century teaching- learning episodes.

DISCUSSIONS

This action research imparts vital data on the performance level of two (2) pupils of Grade 6-Jasmine before and after the employment of Project 222. The results proved that Project 222 for the enhancement of reading comprehension levels is greatly commendable for the reason that pupils were able to perceive clear conception of what they have read, respond to simple and complex questions, generate new ideas and be able to reflect from the learnings they acquired.

KEYWORDS: ENHANCING, READING COMPREHENSION, PERFORMANCE

Enhancing Reading Comprehension through Reading Short Stories (Project Reading Short Stories "RSS")

Mary Grace Bala

Abstract

INTRODUCTION

Poor level of reading comprehension is one of the problems that schools are currently facing. Learners may know how to read but some may lack comprehension of what they read. Many researchers and educators have attempted to find more efficient ways for the learners to become more proficient readers. Previous researches established a link where content knowledge is considered as essential factor in the learning process of reading comprehension. Literary texts, short stories, and more can be a source of content knowledge. In this study, the researcher attempts to determine whether the selected Grade 4 pupils of Asis Elementary School will enhance their reading comprehension level through reading short stories, the "Project RSS".

METHODS

The study used the descriptive research design and used pretest and posttest as an instrument for gathering the data needed. This study used paired sample t-test to test the significance of the Project RSS in the Grade 4 pupils' comprehension level. The respondents were the Grade 4 pupils who were under "Frustration" level of reading comprehension. In this study, the reading comprehension level of the pupils was described using Phil-IRI level of comprehension. The short stories used were adapted from different references such as textbooks and other reading materials appropriate for Grade 4.

RESULTS

As a result of this study, after conducting the "Project RSS" within a month, improvements were seen among the selected Grade 4 pupils, from "frustration" level to "independent" and "instructional". This result was based on the analysis of the data gathered, where the pre-test scores are less than the post test scores. Using the paired sample t-test, the researcher tested the pre-test and the post test scores. The researcher found out that there was a significant difference to conclude that "Project RSS" was indeed effective in improving the level of reading comprehension among the selected pupils.

DISCUSSIONS

Based on the result of the study, it clearly showed that the pupils who were engaged in "Project RSS" were most likely to improve the level of their reading comprehension. Therefore, teachers are encouraged to implement "Project RSS" or use a similar strategy that uses various sources of content knowledge for the pupils to be able to enhance the pupils' level of reading comprehension. Moreover, practice reading can also improve fluency, reading comprehension, and written expression of learners. Further research is advised for the validation of the current study.

KEYWORDS: Reading comprehension, Short stories

**Enhancing Reading Skills of Three Struggling Readers in Grade 5 of
Tanagan Elementary School through Phonetic Approach: A Case Study**

Alexander Alcantara, Department of Education - Batangas

Abstract

INTRODUCTION

Reading is one of the five macro skills that is deemed important for children that is why it is necessary for them to learn, practice, and enhance it as they progress in their academic journey. Mastery in reading serves as a strong foundation that gives children privilege to learn all subjects across different disciplines in school. Aside from excelling in their academic subjects, it also open doors of great opportunities for them.

METHODS

The researcher gathered Grade 5 Oral Reading Assessments which were conducted in June 2018. A questionnaire was used to determine the reading ability of the pupils. Moreover, the researcher also used the interview guide approach for this study.

RESULTS

Based on the results, three reading problems emerged: First, decoding is a reading skill that is about finding or understanding the true or hidden meaning of something as to word. Second, poor Comprehension is the most common problem in reading that existed in a class. Indeed, there are many things going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph levels. Third, speed has been observed to be one of the worst reading problems among learners, especially in reading English texts. Most could hardly read fast because of some barriers which may include the unfamiliar terms.

DISCUSSIONS

As support to these identified reading problems, the researcher also conducted an interview to further investigate on the existing problems among the three (3) Grade 5 learners.

It was found out that learners have difficulties in reading that it hindered them in learning their lessons caused by varied inevitable circumstances. Furthermore, those instances made them traumatized that added to the difficulties that they have been experiencing. It is recommended that the educators need to be more understanding and patient in dealing with learners similar to the research participants.

KEYWORDS: Enhancing Reading Skills, Struggling Readers, Phonetic Approach, Poor Comprehension, Decoding of Words, Case Study

SUBMISSION ID: R04A-BATANP-0104

Enhancing Research Instruction in Stem Strand of Lemery Senior High School through Intervention Activities

Randie Atienza, Lemery Senior High School

Abstract

INTRODUCTION
Research skills are important among STEM students since they expected to be future engineers, medical professionals, scientists, and other science and technology related professionals. For these reasons, STEM students should be competent in writing research. On the other hand, not all STEM students have good skills in generating research paper easily. Most of them experience difficulties in different areas of research which impede their ability to produce a quality paper. Various strategies were used by the teacher in teaching important concepts and ideas of research but still most of them are experiencing difficulties. In order to solve this dilemma, this study should be conducted to formulate intervention activities that may also enhance the research instruction in STEM strand.

METHODS
This research adopted the descriptive design where the researcher collected data using a validated researcher's made questionnaire which composed of 2 parts. The first part assessed the level of performance of STEM students in Practical Research 1 and 2 and the second part measured their difficulties they encountered in making research paper. Overall, it involved a total of 125 STEM students where 41 came from STEM 12-1, 41 from STEM 12-2 and 43 from STEM 12-3.

RESULTS
The study revealed that STEM students performed very satisfactorily in Practical Research 1 and 2 as supported by the mean score of 86.67 and 87.68 respectively. The study also showed that there is significant difference in the level of performance of the three sections of STEM students in Practical Research 1. However, there is no significant difference existed between the performance of STEM students in Practical Research 2. The average weighted means of 2.78 and 3.31 showed that STEM students encountered difficulties in making research paper with respect to personal and school facilities-related factors to moderate extent. Some experienced difficulties in making research paper due to teacher - related factors as reflected in the average weighted mean of 2.30.

DISCUSSIONS
The findings of the study showed that the STEM students still needed enhancement in writing research paper. This can be done by addressing the difficulties that they encountered in Practical Research 1 and 2 through formulating an enhancement program.

KEYWORDS: Senior High School, Research Instruction, Intervention Activities, Practical Research, STEM

SUBMISSION ID: R04A-BATANP-0927

Enhancing Science Vocabulary of Randomly Selected Grade 8 Students of Gen.E. Aguinaldo National High School - Bailen: Basis for the Utilization of Word Map Graphic Organizer (Wmgo)

Sherryl Reyes, Department of Education

Abstract

INTRODUCTION

Science is a discipline that relies heavily on student's ability to understand new terms and concepts. It also allows students to explore their world and explore new things. The Division Work plan in Science and Technology under the Project STARS (Science and Technology Action Research Strengthened) stated that there is a need to conduct an action research in building Science Vocabulary. Thus, this paper purposely focused on enhancing Science vocabulary of randomly selected Grade 8 students of Gen. E. Aguinaldo National High School - Bailen, specifically in Earth Science: Earthquake and Fault.

METHODS

Quantitative method was used in this study. The 30 randomly selected Grade 8 students were given 30 items pretest, posttest, VKRS (Vocabulary Knowledge Rating Scale), and utilized word map graphic organizer. Statistical treatments such as mean, SD, gain score, and paired t-test was used to analyze the quantitative data.

RESULTS

The findings revealed that the students' performance in Earth Science during posttest has weighted mean of 19.63 which is significantly higher than the pretest with weighted mean of 11.80 resulted to the mean gain of 7.83. Evidently, there is a significant difference between the students' pretest and posttest. On the other hand, the t- test obtained value is 13.70 which showed that there is a significant effect in the students' science vocabulary after utilizing the word map graphic organizer.

DISCUSSIONS

Based on the findings gathered, the performance of the students was enhanced upon utilizing the word map graphic organizer where the students were able to interact with Science words in multiple ways. This strategy enabled the students to approach words and their meanings significantly. Through the use of word map graphic organizer students became motivated, active, attentive and more interested.

KEYWORDS: word map graphic organizer, STARS, VKRS, Science Vocabulary

SUBMISSION ID: R04A-CAVITP-0758

Enhancing Science Vocabulary through Active Learning Approach: Impact to Students' Performance in Science 6 at Marie Vithaya School Nakhonratchasima, Thailand

Frederick Obniala, Department of Education - Quezon

Abstract

INTRODUCTION
This study aims to investigate and assess the Science vocabulary through active learning approach and its impact to students' performance in Science 6 at Marie Vithaya School, Nakhonratchasima, Thailand.

METHODS
An experimental method was used in documenting and assessing the Science vocabulary performance of the Grade Six students for it sought to discover the science vocabulary performance of the experimental group exposed to a given intervention. On the other hand, the control group was not given an intervening variable during their entire science vocabulary performance.

RESULTS
It determined the respondents' profile in terms of age, gender; and students' academic achievement grades, performance level of the control and experimental group in the pretest and posttest. Also, the different level of proficiency between the control and the experimental group in terms of age, gender; and students' academic achievement grades were also measured. Moreover, the relationship between the group and respondents' profile in terms of age, gender, and students' academic achievement grades was observed.

DISCUSSIONS
The results of the study found out that the experimental group registered a higher mean difference of 2.85 compare to control group with a mean of 0.79. Comparing the pretest and posttest of both groups, the experimental group have a significant change in scores after the intervention. The relationship between vocabulary performance and the demographic profile of the respondents revealed that there was no significant difference between these variables.

KEYWORDS: Active learning approach, Science vocabulary, Students' performance

Enhancing Sico 1.0 National High School Teachers' 21st-Century Skills through Global Filipino School Program

Emerson Dalangin & Gina Dalangin, Sico 1.0 National High School (Grade 7-12)

Abstract

INTRODUCTION

It is observed that teachers have been trying to teach 21st-century skills (21CS) with 20th-century teachers in 19th-century learning environments. To address this, Global Filipino School (GFS) Program has been initiated by Globe Telecom under Department of Education's "Adopt-a-School Program" where Sico 1.0 National High School has been selected for this program. One of its tasks is to enhance the teachers' 21CS.

This study aims to find out if there were significant improvements in teachers' 21CS in terms of proficiency and frequency. It also investigates how often the teachers used the devices and services provided under the program.

METHODS

Triangulation Mixed Method was used where an interview was conducted to design the questionnaire in order to evaluate its effectiveness and an FGD to validate result among the twenty-seven Sico 1.0 NHS teachers that were trained. Furthermore, the device-users were also evaluated.

RESULTS

Through the program, there were significant improvements in teachers' 21CS. These improvements were validated using Wilcoxon Test ($p < 0.05$). Their over-all improvement mean percentage score (MPS) was 93%. The program's over-all effectiveness MPS was 99%.

Is has also been noted that internet and laptops were used very often, the printers had reached their maximum capacity, and the projectors' importance was outdone by the flat-screen TVs installed in each classroom.

DISCUSSIONS

It can be inferred that the Global Filipino School Program is indeed effective. It can be suggested that it must be continued in the school. Also, the Department of Education can utilize the Global Filipino School to train other teachers to enhance their 21CS.

KEYWORDS: 21st Century Skills, Adopt-a-School Program, Global Filipino School, Sico 1.0

**Enhancing Speaking Skills of Learners in Group Activities through the Use
of Group, Individual, Leader (Gil) Rubric**

Lea Malaluan, TRAQ/QUELTA

Abstract

INTRODUCTION
Teaching English language has aimed to master the different macro skills of language; listening, speaking, reading, writing and viewing. From these macro skills, speaking is the most direct and useful forms of communication that help learners to gain competence and even confidence in expressing ideas using the 2nd language. This skill is interrelated with the mandate of cooperative learning approach in teaching to encourage learners' active participation. Yet, group work has its own drawbacks, those good in speaking become better and best due to constant practice and those who need improvement remain to their levels due to lack of confidence and fear to fail teachers' expectations. Hence, rubric is an important tool for assessment to address these needs.

METHODS
The study employed quantitative approach to determine any increase or decrease in the students' performance. Likewise, non- experimental research design was used since the MPS for two grading periods in the students' oral performance were used to measure the results. It was aided with triangulation method in which responses from the interviews were coded for interpretation. Purposive sampling was utilized using the class with the lowest MPS as respondents.

RESULTS
The use of teacher-created Group, Individual, Leader (GIL) Rubric fairly enhanced the speaking skills of learners in terms of grammar and content. Motivation, task distribution, and transparency were good factors to enhance learners' confidence to speak. Specific guidelines and instructions were very useful for the leaders to assess fairly each member's contribution. The score from the teacher on individual performance was very effective to encourage the learners to give their best. Score for the group performance motivated all the members to work as one.

DISCUSSIONS
A rubric is a set of standards of a performance for a defined population. With rubrics, communication with students on their expectations and how they will be graded becomes easy for teachers. The teacher-made GIL rubric brings out scores from the teacher for the whole group performance and individual performance during the actual presentation and scores from the leader for each member based on contribution during the preparation. It provides guidelines for how students are supposed to do certain tasks appropriately. A structured methodology and effective approaches will progressively encourage group members' participation especially in oral presentation. The more active and participative the learners are in such activities; the more speaking skills will be enhanced.

KEYWORDS: Macro Skills, Performance, Transparency, Communication, Competence

**Enhancing Stakeholders' Participation Towards a Proposed Management
Program at Lucsuhin National High School**

Herminia Hernandez, Yolanda Granados, & Rona Tumbaga, Lucsuhin National
High School

Abstract

INTRODUCTION
Schools are channels of learning and skills' development. Its role is to create and transmit knowledge where social, cultural, and economic well-being of individuals are enhanced together with the school personnel and the stakeholders. These stakeholders also assume the indispensable role of the education sector in maximizing the opportunity of individuals to develop and improve their potentials and be contributors to the country's development.
The school can achieve quality education with the presence of the different types of stakeholders who execute their roles and functions responsibly. Owing to the fact that the school cannot exist alone, it needs the support of the stakeholders to carry out its vision, mission, goals, and objectives to bring out the improved learning outcomes for the learners. Thus, the time has come to put a weight to emphasizing how these stakeholders' effort can be maximized to give positive effects to the school environment.

METHODS
The study utilized the descriptive method of research. A researcher-made interview questionnaire was used as the main data gathering instrument. The respondents of the study were 100 stakeholders determined using purposive random sampling. The researchers accumulated and consolidated the responses of the participants. The statistical tools used were mean, percentage and rank.

RESULTS
The study revealed that the main reasons why there was a low level of stakeholders' participation were ineffective dissemination of information, busy schedule, financially matters, and lack of interest. The researchers came up with a proposed management program towards enhancing stakeholders' participation.

DISCUSSIONS
The researchers who served as head teachers of Lucsuhin National High School believed that the community of parents finds it difficult to have time to participate in different activities and programs of the school. Some of the constraints are the parents' own work responsibilities both at home and offices while other parents in public schools have negative perceptions regarding school projects and activities. Thus, the active participation of the parents and LGU can help the school by finding remedies in varied school concerns and problems.

KEYWORDS: Stakeholders' participation, Management program, Intervention program

SUBMISSION ID: R04A-BATANP-1846

Enhancing Students' Conceptual Understanding on Bioenergetics through Beep Cards

Camille Lozano

Abstract

INTRODUCTION

Educators are challenged with the goal of developing educational materials to improve students' learning. The use of various strategies in the classroom makes the students actively engaged in the learning process. The focus of this study is to determine the effectiveness of BEEP Cards (BioEnergetics Enhancement Play Cards) on learners' conceptual understanding on bioenergetics.

METHODS

The study utilized the action research design to test the effectiveness of BEEP Cards on the learners' conceptual understanding on the lesson as compared to the conventional method. Two groups of Grade 11 learners at Caruhatan National High School were the participants in this study - experimental group (exposed to BEEP Cards) and control group (conventional method).

RESULTS

The data from the pretest and posttest showed that the mean gain score of the experimental group was statistically higher than that of the control group. The students from experimental group evaluated the BEEP Cards using the five criteria: Goals and Objectives, Design, Components and Organization, Playability and Playfulness, and Knowledge Acquisition. All of which received a very satisfactory rating. The statistical result on the effectiveness of the BEEP Cards was supported by the interview conducted in the experimental group. From the interview, two emerging themes have surfaced - motivation and active learning. The students perceived that the BEEP Cards increased learners' motivation to learn the concepts of the lesson. Moreover, it encouraged active learning among the learners.

DISCUSSIONS

The results of the study clearly indicated that the BEEP Cards improved the performance of the learners. The students evaluated the BEEP Cards across all the criteria as very satisfactory. The use of BEEP Cards as a strategy induced motivation and active learning among the learners. With the realization on the importance of learning through active engagement, the utilization of BEEP Cards as a teaching strategy is highly recommended by the researcher for the benefit of the teacher and the learner.

KEYWORDS: BEEP Cards, conceptual understanding, motivation, active learning, teaching strategy

SUBMISSION ID: NCR1-VALENZ-0000

Enhancing Students' Motivation and Attitudes in Learning English among the Grade 8 Students of Wenceslao Trinidad Memorial National High School

Arrah Masangkay & Ricson Botabara, Department Of Education

Abstract

INTRODUCTION

The teaching and learning process requires more interactive learning and teaching approaches where learners participate more actively in the learning activities rather than mere recipients of learning.

In this regard, the researchers investigate in the learners' views on the use of cooperative learning strategy as a learning technique to enhance motivation and attitudes in learning English among the Grade 8 learners of Wenceslao Trinidad Memorial National High School.

METHODS

This study used a descriptive research design to determine the extent of utilization of cooperative learning strategies to enhance motivation in learning and applies questionnaire-checklist for the collection of the data needed. This research was delimited to a total of 95 respondents which consisted of 75 randomly selected Grade 8 male and female bona fide learners and 15 Grade 8 teachers of Wenceslao Trinidad Memorial National High Laurel, Batangas.

RESULTS

The result of the study shows that:

"¢ The two groups of respondents viewed that cooperative learning strategies was utilized in teaching.

"¢ The assessment of two groups of respondents showed that cooperative learning strategies increased learners' motivation and attitudes in learning.

DISCUSSIONS

The two groups of respondents viewed that cooperative learning strategies was utilized in teaching as shown in the following results: 13.5 (90 %) teachers-response and 70.8 (94.4 %) students-response.

The assessment of two groups of respondents showed that cooperative learning strategies increased learners' motivation and attitudes as reflected in the results of the study: 11 or 73% out 15 teachers-respondents and 66 or 88% out of 75 learners-respondents.

This study can help learners and teachers to improve the teaching-learning process by way of structuring lessons and cooperative learning activities which are more fun and enjoyable.

KEYWORDS: attitudes, motivation, cooperative learning strategy

SUBMISSION ID: R04A-BATANP-0686

Enhancing Students' Multiplication Skills Involving Whole Numbers: Basis for Mathematics Drill

Eunice L. De Guzman, Melanie M. Alido, & Loradel D. Elida, Mabini National High School

Abstract

INTRODUCTION

Mathematics in its widest sense in the development of all types of format deductive reasoning. Generally, it is said to be science of calculation. Mathematics should be visualized as the vehicle to train a child to think, reason out, analyze, and articulate logically. Apart from being specific subject, Mathematics should be treated as a concomitant to any subject involving analysis and meaning. Cocke (n.d.) said that Mathematics is a way to train the minds of children in the field of reasoning. He also added that Mathematics as a subject has a lot of practical utility in the future especially for the students who are in the Higher Secondary level.

METHODS

The participants of the study were Grade 7 students of Mabini National High School. A total of 51 students took part in this study; 15 male and 9 female students in section A and 18 male and 9 female students in section B. The participants were drawn from two class groups only. These participants encountered difficulties in multiplying whole numbers.

RESULTS

The researchers utilized multiplication worksheet as an assessment tool to identify the multiplications skills level of 51 Grade 7 students in Mabini National High School. The worksheets were collected and checked after the respondents accomplished it. The results were analyzed by the researchers and it was revealed that the respondents' low level of multiplication skills. Through the given exercises, it was also observed that there were learners who were not able to answer items in the multiplication worksheet. The researchers found out that there were learners who do not possess basic multiplication skills which was evident by the percentage of 0%, 2% and 10%. It has also been found out that there were students who tend to use addition instead of multiplication in accomplishing the assessment.

DISCUSSIONS

The proposed intervention program aims to improve the mathematical ability of struggling students in Grade 7 at Mabini National High School through the employment of an integrative and innovative scheme.
More specifically, it aims to answer the following questions:
What is the multiplication skills level of students?
What are the difficulties encountered in multiplying whole numbers?
What are the proposed drills in enhancing students' multiplication skills?

KEYWORDS: Mathematics Multiplication skills Drills Enhance Struggling Remedial Intervention Memorization Deductive Operation

SUBMISSION ID: R04A-BATANP-1606

Enhancing Students' Performance and Conceptual Understanding in Isometric Drawing through the Use of Coded Plans and Structured Isometric Paper

Margie Rosanto, Dasmarinas West National High School

Abstract

INTRODUCTION

Isometric Drawing is one of the topics being discussed in the exploratory course of Technical Drafting. It is one of the methods of representing designs/drawings in three dimension which provides a detailed visual representation of what a plan or object is intended to be in detail. As revealed by some studies, it is considered to be one of the critical topics in engineering drawing subjects. In Dasmarinas West National High School, it has been observed that the Grade 8 learners were having difficulties in conceptualizing and demonstrating isometric drawing using proper drafting tools. This often leads to low level of understanding and non-compliance or non-submission of performance task - which constitute a major percentage in the grading system in the TLE subject. To combat these difficulties, two instructional material was developed and utilized: a devised coded plan and isometric grid paper.

METHODS

This study applied the experimental method of research specifically the one-shot pretest-posttest design. Respondents were conveniently selected and were given a pre-test which consisted of two types of assessment: a 20-item multiple choice test intended to measure the conceptual understanding of the leaners and an actual individual demonstration - a performance task - wherein students are to draw the possible isometric drawing of a given plan. The use of coded plan and structured isometric paper were incorporated during the discussion and practices. Only 25 paired scores were taken and those were from the learners who were present and have completed the necessary procedures such as taking of pre-test and posttest, delivery of actual discussion, exercises, and evaluation.

RESULTS

Three research questions were aimed to be answered in this research. Research question 1 and 2 intend to find any significant differences between the pretest and posttest mean score in terms of students' conceptual understanding and performance task respectively. Statistical analysis showed a significant difference between the pretest and posttest for both conceptual understanding and students' performance.

DISCUSSIONS

Results of this action research exhibited clear evidence that the combined use of a coded plan and structured isometric paper could be an innovative and practical strategy to enhance learning in the isometric drawing. However, in-depth research of related literature and studies is further recommended for a more strengthened comparison of the results of the study.

KEYWORDS: coded plan, isometric drawing, students' performance, conceptual understanding

Enhancing Students' Performance in English 10 through SBM Project 555

Fe Amor Abuan & Edgar Sicorsicor, Bagbag National High School

Abstract

INTRODUCTION

This research primarily aims to improve the performance of the Grade 10 students in their English subject through the use of the intervention program of Department of Education Cavite, a classroom-based assessment on the Cognitive-Process Domain (CPD) known as SBM Project 555. The said program specifically targets to improve the achievement level of Grade 10 students in the NAT (National Achievement Test).

METHODS

This content-based paper was adapted from Anderson & Krathwohl (Revised Blooms Taxonomy) Cognitive Process Dimension of HOTS questions. One learning domain was selected to be mastered within a week. The selected section answered one CPD question every session for four days (Mondays to Thursday) and tested the learning domain on the fifth day (Friday) using a 10-item multiple choice type test. The performance of the students in their English subject in the first quarter was used in selecting the participants (Quasi Group) of this project. The target performance of the aforementioned group at the end of the second quarter was at least 75% MPS approaching the mastery level.

RESULTS

The data gathered were analyzed and compared using mean, standard deviation, mean percentage score and t-test. The pretest and posttest results of the experimental groups were found significant and to strengthen this result, the second quarterly examination was also used to justify the significance of the study.

DISCUSSIONS

This study was limited only to those groups/sections with the lowest LOA (Learning outcome Assessment) results in the English subject wherein the groups MPS (Mean Percentage Score) served as the basis for their ranking. The effectiveness of the test was basically determined by analyzing the pattern of test scores from several tests; one CPD question per day and one 10 - item multiple choice type test per week.

KEYWORDS: Academic Performance, Learning Outcome Assessment, Cognitive Process Domain, Mean Percentage Score

Enhancing Student's Proficiency in Translating Mathematical Word Problems into Algebraic Equations in Improving Proficiency in Solving Mathematical Word Problems

Jeffrey Santos, NAIC NHS

Abstract

INTRODUCTION
Solving mathematical word problems had been a major problem of the students in Naic National High School. Students' failure in solving mathematical word problems can be attributed to the use of semantic or syntactic method to achieve an equation which is never based on any mathematical concept (Mangulabnan, 2013). This action research focused in determining the effectivity of cultivating students' skills in translating mathematical word problems into algebraic equations to improve their proficiency in solving mathematical word problems.

METHODS
Single Group Pre-test Post-test Experimental Design was utilized in the study. Purposive sampling through a pre-test was used for the identification of 107 Grade 11 students who were having difficulties in solving mathematical word problems. The respondents have been taught how to translate mathematical word problems into algebraic equations for eight weeks. A post-test was given to measure the effectivity of the intervention program.

RESULTS
It was found out that there exists a significant difference between Grade 11 students' proficiency for both translating mathematical word problems into algebraic equations and solving mathematical word problems before and after the implementation of the intervention program. The participants progressed from a low level to a very high level of proficiency for both competencies after the implementation of the intervention program. Moreover, the intervention program has increased the students' proficiency for both competencies by 152.51 % and
134.90 % respectively. Furthermore, findings of the study revealed that there was a significant relationship between the participants' proficiency in translating mathematical word problems into algebraic equations and their proficiency in solving mathematical word problems.

DISCUSSIONS
The results of this study demonstrate the need for Mathematics teachers to put greater emphasis on enhancing their students' proficiency in translating mathematical word problems into algebraic equations to improve their students' proficiency in solving mathematical word problems. Findings of this study have revealed that translating mathematical word problems into algebraic equations is a pre-requisite skill that all students should master for them to be able to successfully solve mathematical word problems.

KEYWORDS: mathematical word problems, solving, translating, algebraic equations, action research

Enhancing Students' Referential and Inferential Reading Comprehension through Directed Reading-Thing Activity

Bernardo Cristino P. Altamira & Gerlie M. Ilagan, Department of Education - Quezon

Abstract

INTRODUCTION

Students of Calauag National High School (CNHS) show lack of reading comprehension skills as evidenced by results of national standardized tests. Due to this situation, the researchers endeavored to implement a reading intervention using the strategy called Directed Reading-Thinking Activity for the students of CNHS aimed at improving their reading comprehension skills. The present action research focuses specifically on the effect of Directed Reading Thinking Activity to students' referential and inferential comprehension skills.

METHODS

Using purposive sampling, the researchers chose one hundred fifty-two (152) Grade 7 students of Calauag NHS as participants in the study. They were pre-tested using a researcher made reading comprehension test to measure their current level of referential and inferential comprehension. They were exposed to Directed-Reading Thinking Activity for twenty (20) weeks. After which, the students were post-tested to measure the same variables.

RESULTS

Referential reading comprehension of the students improved as shown by the posttest mean (3.7) which is higher than pretest mean (3.1). In the same manner, inferential reading comprehension improved as evidenced by increase in mean from 2.38 pretest mean to 3.01 post- test mean.

Using the .05 level of significance, the computed t-value for referential comprehension is 10.259 which is far higher than the critical value. This means that there was a significant difference between the pre-test and post-test scores regarding the students' referential reading comprehension.

The computed t-value for inferential reading comprehension was 10.02 which is far higher than the critical value. This means that there was a significant difference between the pretest and posttest scores regarding the students' inferential reading comprehension.

DISCUSSIONS

Use of Directed Reading-Thinking Activity during the reading intervention program was found to be effective for improving the referential and inferential reading comprehension of students.

The results of the post-test indicated that Directed Reading-Thinking Activity was an effective strategy for improving the comprehension skills of students. It confirmed the claim made by Yazdani and Mohamaddi (2015) and Somadayo, et. al. (2013) that the steps involved in DRTA, namely making predictions, confirming and refuting predictions, and modifying predictions helped in keeping students engaged in the materials that they read, thereby improving their comprehension levels.

KEYWORDS: reading comprehension

SUBMISSION ID: R04A-QUEZON-0260

Enhancing Students Vocabulary through "1-W-D, plus Journal Fondness" Program

Sheene T. Torrefranca

Abstract

INTRODUCTION
One of the most indispensable means of communication is language. This makes language as one of the most substantial elements of education and literacy. Its efficiency and commands come with the mastery in received and productive skills. With an important skill, especially in English, it is taught as a foreign language. Furthermore, an intervention was suggested to enhance the academic and creative writing skills among secondary students.

METHODS
A multiple research design was used in this study. Purposive sampling was utilized in this research since all students needed to unceasingly broaden their vocabulary but focusing more to those who needed immediate attention were chosen. Analysis, as to who were the respondents to be selected, was done based on the causes that emerged during the data triangulation.

RESULTS
From the 62 respondents participated in the study, 12 students were identified with problems in making written compositions due to poor vocabulary. This resulted to the need of assistance in order for them to express their minds, face complications, and lead to undesirable learning experience. Using the innovation, students were exposed to new words, acquired vocabulary, and improved their written output. Since vocabulary development is an attainable goal, it is an effective instruction to allow students to acquire vocabulary with challenging texts for students' progress in academic writing.

DISCUSSIONS
The result establishes the importance of students' exposure to new words. Utilizing innovation shows the significant progress of the students in academic writing. In addition to that, it is evident that vocabulary has a direct relationship to students' performance, New obtained words must also be used in context in order for the students to remember and understand through writing activities such as journals or diaries as their outlets of ideas and channel of expression.

KEYWORDS: vocabulary development, Journal Fondness

Enhancing Teachers and Pupils Productivity Performance in Science and Mathematics 6

Ariel Garcia

Abstract

INTRODUCTION

The implementation of the K to 12 Program in Program in 2011 has marked the greatest reform in the System of Education in the Philippines. The change in the curriculum is based on the performance of the Philippines in the Trends in Mathematics and Science Study wherein the Philippines ranked 42nd among other countries in the world. 7 years after the implementation in 2011, several assessments have been given to pupils and teachers teaching Science and Mathematics. This study aims to assess both level of performance based on the results of the National Achievement Test for 6 pupils and Process Skills Test for Grade 6 teachers teaching Science and Mathematics.

METHODS

Mixed-method of research was used in this study to determine the level of performance of the Grade 6 teachers and learners in terms of Process Skills in Science and Mathematics and the result of the National Achievement Test for Grade 6 in Science and Mathematics.

RESULTS

The results showed that the Grade 6 pupils from 47 schools obtained a mean score of 64.843 with the standard deviation of 1,819 and the Science and Mathematics teachers obtained a mean score of 55.406 with a standard deviation of 1.456. The t-test for dependent samples were computed to find the significant difference between pupils and teachers' performance in Science and Mathematics. A t-value of 1.074 was obtained which was lower the 1.960 at 0.05 level that rejected the null hypothesis.

DISCUSSIONS

The level of Process Skills test is the baseline information of providing technical assistance by the Education Program Supervisors to Grade 6 teachers and performance coaching for SH. As a result, students do not usually learn using inappropriate pedagogical approach in teaching Science and Mathematics. Meanwhile, it is also suggested that there must be an increase of teachers' salaries in order to meet their personal and professional needs.

It can also be observed that there are many factors that can affect the level of competence of Grade 6 teachers such as teachers' college degree, their years in service and years in teaching the subject, the frequency of observations of the SH and EPS, the training needs of teachers analysis of teachers, and development of instructional materials. Through the SDO- Human Resource Training and Development Section, trainings on improving and preparing instructional materials on how to manage classrooms effectively and values integration can enhance Process Skills Test for Grade 6 teachers. Lastly, students are not exposed in some activities in Science and Mathematics such as field trip and the like.

KEYWORDS: ASSESSMENT PERFORMANCE PRODUCTIVITY

SUBMISSION ID: R04A-LIPAC1-0169

Enhancing Teaching in Science: Utilizing Technology Tools in Improving Student Learning and Motivation among Grade Four Students in San Luis Elementary School, Sto. Tomas South District, S.Y. 2017-2018

Cristine Quan, Felipa Maligalig, & Rodel Llarenas, Department of Education Sto. Tomas South

Abstract

INTRODUCTION
In an ever-changing technological world, computers seem to be at the forefront of education. Technology is a part of nearly everything that people do. Technology has increasingly become an integrated part of our lives. Most rely their activities to it even in simple tasks and are reliant in the use of a cellular phone, laptop computers, or personal global positioning system, more commonly known as GPS. While people of all ages increasingly use technology for routine tasks, children are among the most frequent users of technology (Kaiser Family Foundation, 2010).

METHODS
The researchers used the data gathering procedures namely: observation and comparative analysis. The researcher gathered necessary data from teachers that attempted to answer the questions of the problem. The primary aim of the researcher in this study was to assess the increase in students' attendance and test scores through utilization of technology tools to improve student learning and motivation among grade four pupils at San Luis Elementary School.
For the attainment of the objective of this study, observation forms, questionnaire, and data gathered during the focus group discussion were maximized.
Comparative analysis in educational research was used in an attempt to the descriptive method used in data gathering. The researcher distributed the prepared questionnaires and checklist to the subject-respondents of the study.

RESULTS
The researcher administered the surveys (See Appendix A and Appendix B) and collected the students' and teachers' data. The data consisted of answers from the questions of the pre and post activity, compared and analyzed by the researcher. The researcher compared and analyzed the data. The data analysis indicated whether students' motivation improved when a teacher added technology tools into the classroom curriculum, regardless of whether the students are average, inclusion, or fast learners. Answers to the instruments were placed on an Excel spreadsheet and then compared by the researcher who then published the results to the students and teachers who took the survey.

DISCUSSIONS
The purpose of this study was to decide if the utilization of technology tools increased motivation, student attendance, and grades in grade four students in San Luis Elementary School by administering a survey to students and teachers. Dwyer (1994) stated to fully integrate technology; the educator typically experiences five stages.

KEYWORDS: Technology, tools, utilizing, classroom

SUBMISSION ID: R04A-BATANP-1561

**Enhancing Teaching Skills of the Teachers through Educational
Technology in Tangob Elementary School**

Lorena Valdez, Department of Education

Abstract

INTRODUCTION

The changing instructional approach is no easy task particularly when technology is involved. Still, there are teachers that have difficulties in adopting technology in their everyday lives. They tend to take seminars for them to be more knowledgeable in the use of educational technology and the enhancement of their skills in using technology. Using technology and multimedia sources effectively in teaching draws on two separate skills. It usually takes time for teachers to gain facility with the equipment and computer programs needed for displaying multimedia in the classroom. Hooking up a laptop to various projectors, DVD players and other equipment in a classroom can be complicated and acquiring confidence using potentially new programs to present films, music, images, or web-based material requires practice.

METHODS

This action research embarked on intervention activities that aimed to enhance teaching skills of the teachers in Tangob Elementary School in school year 2017- 2018. This qualitative research used stratified sampling in selecting respondents. Furthermore, a questionnaire was used to attain the objective of this study.

RESULTS

Based on the gathered data, it was found out that 90% of the teachers always used laptop, 100% used printers, 80% sometimes used the projector and 80% always used LED television. According to the performance of teachers using technology, 70% of the teachers have an average of 80% - 84% which is satisfactory and 30% got very satisfactory. Data showed that more than half of the teachers needed improvement in teaching skills using technology.

DISCUSSIONS

The results demonstrate that some teachers find difficulty in using technology. Using technology in the classroom makes learning more motivating, technology makes teaching and learning process creative and effective. It is recommended to train teachers to teach more ways of using technology as instructional materials, establish technology competencies for teachers, and teachers must be encouraged to explore themselves to technology.

KEYWORDS: enhance, educational technology, improvement

SUBMISSION ID: R04A-BATANP-0269

Enhancing the Ability of Grade 6 Pupils of Paaralang Elementarya ng Palahanan in Mathematics through the Use of Arts

Bernadette Lizardo, Department Of Education

Abstract

INTRODUCTION

This action research aims to increase the ability in learning Mathematics of the Grade 6 Pupils at Paaralang Elementarya ng Palahanan School Year 2018-2019. It has been observed that the pupils easily got bored in solving numbers during their Math period. They enjoyed more in doing their arts activities especially in drawing and coloring pictures. For this reason, the researcher thought of applying arts in teaching Mathematics.

METHODS

The descriptive method was employed in evaluating the effectiveness of using different activities of arts in teaching Mathematics. This method was applied to Grade Six students at Paaralang Elementarya ng Palahanan. The instruments used were as follows: results of periodical test, mastery index per competency, attendance, and observations.

RESULTS

The results of the study done by the researcher revealed the following: teaching Mathematics with the used of arts enhanced the mastery learning of Grade 6 pupils in each competency based from the periodic results. There was also a significant difference between the MPS of Second Periodic Test and Third Periodic Test. Furthermore, it also stimulated, motivated and sustained pupils' interest during Math class, decreased the students' number of absences, and improved the teaching strategy in Mathematics.

DISCUSSIONS

The results revealed that the undertaken activities produced better accomplishments. The teacher should be encouraged and motivated to use arts activities in Mathematics to enhance the pupils' performance. Integrating arts in teaching can also be done in other learning areas. Moreover, the observation and guidance by the Math teacher was done daily specially during Math Period. The foregoing findings made the researcher conclude that the creativity and efforts of teachers and participation of parents and students were all needed in accomplishing the project.

KEYWORDS: enhance, ability, arts activities, encourage

**Enhancing the Academic Performance in Science of Grade 6 Pupils through
Strategic Intervention Materials**

Mylene Abrahan

Abstract

INTRODUCTION

Teachers spend much time in thinking ways and strategies in teaching Science. However, there are still problems that arise in the academic performance of the pupils. Based on the result of the quarterly test, low academic performance in Grade 6 Science has been observed in Bayanan Elementary School.

With this situation, Strategic Intervention Materials (SIM) has been selected as a form of intervention for the purpose of enhancing pupils academic performance which has been used as a teaching aid and in the teaching methods to stimulate the mind of the learners while doing activities and also to increase their level of understanding.

In this study, the researcher aims to determine the effectiveness of the teacher-made Strategic Intervention Materials in enhancing the academic performance of Grade 6 pupils in Science in the specified competency.

METHODS

Descriptive and comparative research methods were used in this study. The pupils took the test twice as pretest and posttest. In the pretest, pupils did not use SIM as review exercises before taking the test and in the posttest, pupils used SIM as review exercises before taking the test. A test with 10 items was accomplished by the respondents. The test consisted easy, average, and difficult questions.

RESULTS

Pupils got least mastered in classifying vertebrate animals' competency with 47.38% or 34 out of 71 pupils in pretest. After using SIM as an exercise, pupils mastered the competency with 91.54% or 65 out of 71 pupils in the posttest. Pupils find it interesting, enjoyable, and have contributed positive attitude towards Science. The findings revealed that Strategic Intervention Materials were not only for the teachers' convenience but also for the learners. Through Strategic Intervention Materials (SIM), the pupils' academic performance in Science improved.

DISCUSSIONS

Based on the result of the test, it showed a slight improvement on the pupils' ability. Pupils exposed to SIM performed better in the posttest than the pretest. The result of observation implied that the employment of Strategic Intervention Materials gave a positive effect to the enhancement of pupils' academic performance in Science. Thus, it is recommended for further studies to vary kinds of SIM.

KEYWORDS: enhancement, strategic intervention materials, stimulate, competency

SUBMISSION ID: R04A-BATANP-1269

**Enhancing the Academic Performance of Grade 11 STEM Students in
General Mathematics through Peer Tutorial**

Abanador Rhea Rose Manalo & Orias Ana Rose Diocton, San Pascual Senior High
School 1

Abstract

INTRODUCTION

Skills in Mathematics are very important in today's world of technology. Despite the cited importance of Mathematics, many students still view it as a difficult subject. To deal with this problem, teachers have to assess their students in terms of the pre-requisite skills, what their levels of proficiency are, and how well they mastered the relevant skills. Upon determining these factors, teachers will be able to carry more effective instructions. Hence, the researchers conducted a study to determine the difficulties of students in the basic skills which are necessary to better understand and master the competencies in General Mathematics. This also determined the features of peer tutorial as one of the strategies which the researchers utilized. After conducting the peer tutorial, the academic performance of students in General Mathematics was assessed.

METHODS

The respondents of this study were the 47 Grade 11 STEM students of San Pascual Senior High School 1 for the first semester of school year 2018-2019. The descriptive-survey method was used in this study. The researcher used questionnaires and tests as the main data gathering tools. The tutorial was conducted every Tuesday, Wednesday and Thursday from 3:30- 4:00 in the afternoon. As an indicator of the effectiveness of the peer tutorial, the academic performance of the students was recorded and analyzed weekly.

RESULTS

Data gathered from the respondents revealed the following: (1) There are different basic skills in General Mathematics which students experience difficulties with. (2) Peer tutorial is one intervention program which can enhance students' academic performance. (3) As reflected in average weekly CPL, there is an increase in the level of academic performance before and after the peer tutorial. (4) There is a significant difference in the levels of academic performance in General Mathematics as reflected in the average weekly CPL.

DISCUSSIONS

Relevant findings would help enhance students' academic performance in General Mathematics through mastery of basic skills. Peer Tutorial strategy removed the barrier caused by shyness of some students to ask questions from the teacher. There was a greater chance of understanding since students' context of communication is the same. Activity sheets with multiple exercises of varying levels of difficulty were provided. Students were given more chances to master the skills by answering the exercises, thus, addressing the spiral nature of Mathematics.

KEYWORDS: Academic Performance, Peer Tutorial, General Mathematics, Enhancement

SUBMISSION ID: R04A-BATANP-2188

Enhancing the Analytical Skills in Solving Word Problem of Grade 6 - Cattleya Pupils of West Bauan Central School through Intervention Activities

Maria Teresa Perez, Department of Education - Bauan West District

Abstract

INTRODUCTION

One of the major phases of Mathematics curriculum is solving word problem. However, it has been observed that the Grade 6 - Cattleya pupils of West Bauan Central School had difficulties in this aspect. The focus of this study is to uplift the level of performance of the pupils, determine the difficulties they met in mathematical problems and to improve their analytical skills in solving word problem through intervention activities and Remedial Program called, "I Can Solve It".

METHODS

The qualitative study was carried out on Grade 6 - Cattleya at West Bauan Central School which was composed of 19 boys and 29 girls with a total of 48 pupils. Pupils took a pretest and posttest design to measure their proficiency level and find their weaknesses or unmastered skills in problem solving through item analysis. Apart from the test given, focused group interviews were conducted, recorded, and transcribed. During the implementation of "I Can Solve It", pupils were given word problems to solve either with partner or small groups or individually. They were given practice problem daily.

RESULTS

Data findings gathered from the pre-test administered showed that respondents encountered difficulties in many mathematical problem-solving skills such as determining the operation or strategies to use and writing the appropriate equation that leads to incorrect solution. After exposing the learners to "I Can Solve It", the performance level of the pupils improved by 22.16% for the class attained a PL of 87.41 and MPS of 75.42. There were no longer pupils who did not meet expectations. The number of pupils who were fairly satisfactory was lowered to 5 out of 48 pupils which is 11% while 15% of the pupils were satisfactory. From 0% in the pretest, 29% of the pupils became very satisfactory while 45% achieved the performance level of outstanding in the posttest. As a whole, the class has a performance level of very satisfactory. Results showed the effectiveness of the program.

DISCUSSIONS

For the learners to be able to analyze and solve mathematical word problems with accuracy, vocabulary development, and comprehension skills should be developed among them leading to the improvement of the analytical skills needed in answering word problems. Furthermore, the remedial program "I Can Solve It" can help the pupils enhance their analytical skills in solving word problems.

KEYWORDS: analytical skills, operation, appropriate equation

**Enhancing the Comprehension Level in Reading Short Stories of Grade 3
Pupils of Paaralang Elementarya ng Buhaynasapa: An Intervention
Program**

Wenifreda Cruzat

Abstract

INTRODUCTION
The ability to read and comprehend plays a vital role in the learning process of the pupils. This makes reading a basic skill to be learned in order for them to become a holistic individual. This emphasizes the importance of being equipped with the appropriate tools in teaching reading. With this, it has been observed that the comprehension skills of the pupils of Paaralang Elementarya ng Buhaynaspa need improvements. In this study, the researcher aims to seek for an intervention program to deliver a change.

METHODS
Descriptive approach was utilized to propose intervention program to enhance comprehension skills of the pupils. In data gathering the manual of administration of the Phil IRI, teachers' and pupils' copy was utilized. To determine the common difficulties in reading, the use of questionnaires and checklist in data gathering were utilized. Moreover, the researcher conducted an interview among reading teachers and the design of the research compilation followed three phases; the input, the process, and the output.

RESULTS
From the data gathered, analyzed, and interpreted, it was found out that there was almost half of the enrollment who were in the frustration level. Problems rooted on the fact that they really do not comprehend what they read. Decoding was easy but grasping the meaning was not evident. Difficulty in answering evaluation and integration level of comprehension questions was noted. More so, the respondents could not answer critical level of questions. It was noted that pupils under frustration level needed attention and must be given remediation. Some respondents suggested to design another intervention that would suit the needs of the pupils.

DISCUSSIONS
The results of this study deemed it necessary to implement appropriate reading intervention program to improve reading comprehension of the pupils. To give solution to the problem, seminar-workshop should be conducted to upgrade the teaching competencies of the reading teachers. It is also recommended that an intervention program must be designed based on the needs of the grade three pupils and implement the intervention program to minimize the reading difficulties of the pupils and improve their reading ability. Lastly, parents and the community in the implementation of the intervention program must be involved.

KEYWORDS: Keyword: intervention, comprehension, remediation

Enhancing the Computational Skills of Pupils through Project DRIM (Drill in Mathematics)

Josefina Mojica, Department of Education - Cavite

Abstract

INTRODUCTION

Helping children learn the basic Math skills is an important goal in an everyday Mathematics curriculum. Today, most pupils and teachers are unable to understand the importance of drill. Mostly are motivated to obtain something without effort. By the end of the 2nd Grading, most pupils should have developed an automatic recall of basic addition and subtraction facts and know most of 1,2,5 and 10 multiplication facts by the end of third grade most pupils should have an automatic recall of basic multiplication facts and familiar with the basic division facts. At the beginning of fourth grade multiplication and division are reinforced. The Pre- test on Computational Skills as well as the result of Inventory Test in Mathematics for Grade IV of Buna Lejos Elementary School showed no mastery of the basic multiplication and division facts. Project DRIM (Drill in Mathematics) was used to increase their academic performance in Mathematics

METHODS

Project DRIM in Mathematics used a Continuous Improvement (CI) Approach to come up with Mathematics Intervention (Drill in Mathematics). We followed the followed the 3 A's method with the 10 step CI Approach, Assess, Analyze and Act.

RESULTS

After the Post -Test on Computational Skills in Mathematics, the pupils demonstrated mastery of the four fundamental operations. They were able to overcome the fear of Mathematics.

DISCUSSIONS

Math performance at our school has been dramatically improved by using drill every day. Pre-test and Post-test showed that there is a great improvement in the mathematical skills of our pupils. Drills can provide an important "practice phase" to instruction and can be useful learning information that requires fluency such as Math skills.

KEYWORDS: curriculum, continuous, automatic, reinforce

SUBMISSION ID: R04A-CAVITP-0953

Enhancing the English Competencies of Grade 5 Pupils of Bulacnin Elementary School, Division of Lipa City through Utilization of the Constructivist Approach

Leonardo Jr. Enriquez, Department of Education - Lipa City

Abstract

INTRODUCTION

The teaching of English necessitates the application of teaching approaches, strategies and techniques to facilitate, to accelerate and to make more meaningful and enjoyable teaching-learning process so that transfer of learning may not merely be a sort of memorization. It is the main concern of this study to assess the extent of utilization of one of the approaches in the teaching of English in Bulacnin Elementary School, Division of Lipa City - that of the constructivist approach.

METHODS

The descriptive method of research was used with the questionnaire as the main data gathering instrument.

RESULTS

1. Extent of Application of Constructivist Approach in Teaching English
Inquiry Based. Four out of eight items in this teaching method were used to a great extent, while the other four items were used to a moderate extent.
Problem Based. In five out of eight items in this teaching method, the teacher's rating was greatly extensive, while three items were of moderate extent.
Cooperative Learning. In five out of eight items in this teaching method, the teacher's rating was greatly extensive, while three items were of moderate extent.
Cognitive Apprenticeship. Only three items were given great extent rating in this teaching method.
Pupils' Performance in the Administered Pre-Test and Post Test in English
From the pre-test results, 31 or 100 percent of the pupils got correct answers in the first two items in the test, while 30 or 97 percent posted correct responses on the third and fourth test items.
Effects of the teacher's application of the constructivist approach in teaching English
The computed t value of -2.60331 which exceeded the critical t value of 2.100922 attested the existence of a significant difference between pre- test and post test results.
From the findings of the study, an action plan was designed.

DISCUSSIONS

It focused mainly on the extent of application of the constructivist approach in teaching English at Bulacnin Elementary School, Division of Lipa City.

KEYWORDS: ENGLISH COMPETENCIES, CONSTRUCTIVIST APPROACH

Enhancing the Fourth Graders' Participation in Mathematics through the Utilization of E- Games

Jeffrey Balboa, Balayan West Central School

Abstract

INTRODUCTION
Mathematics is a powerful tool of the mind. It is regarded as a major core of cognitive learning and said to be the foundation of logical thinking and judgment. Knowing the fact that it is one of the most important subjects because all people use Mathematics all the time, from the moment people wake up and close their eyes to rest at night. However, among all the subjects, it is said to be one of the most difficult, because it involves numbers, equations and word problems our pupils do not like. The researcher was prompted to conduct a study about it because most of the pupils were not participative. On the part of the teacher it is really alarming and teachers need to address the problem. Teachers need to develop in them a positive attitude toward the subject to be able to learn the subject and improve their performance in Mathematics using E-Games which somehow enhances their performance inside the classroom during Mathematics time.

METHODS
The researcher made used of experimental method of research. This method attempts to find out the prevailing conditions and manipulates one or more variables and control and measure any change in other variables. The researcher taught the lesson using two methods which are traditional and the application of E-games.

RESULTS
During the educative process, the pupils were able to express themselves, very eager and excited for each question presented by the teacher. Eventually, it was observed that pupils have a deep understanding of the lesson because of the method being applied by the teacher. The use E-Games helped the fourth graders demonstrate understanding of the given concepts because applying this physical manipulation tool of objects to explore the structure. Likewise, pupils easily visualized the topic and they can easily communicate the mathematics language using the different effects that were catchy during the teaching and learning process.

DISCUSSIONS
The results implied that utilizing E-games during the teaching- learning process helped in improving pupils' participation in learning Mathematics. With the usage of E-games, the topic presented by the teacher was easily understood resulting to high participation level.

KEYWORDS: utilization, participation, traditional

Enhancing the Grammar Skills in English of Grade 10 Students

Rechel Mamauag

Abstract

INTRODUCTION

Students should learn how to use English grammar properly to improve communication skills. There are varied strategies used by the teachers in order to impart to the students how to be effective in English grammar; however, since students nowadays are millennials, they want to learn in a modern way and through the use of technology. Hence, this study may serve as a reference to English teachers in providing reinforcement activities and innovation that would enhance the students' grammar skills through the use of E-games.

METHODS

The descriptive method of research was utilized in this study to determine the major factors that affect the grammar skills in English of Grade 10 students. Purposive sampling was also used which was a non-probability sample based on characteristics of a population and the objective of the study. The participants used were the 25 Grade 10 - Narra students who answered the questionnaire.

RESULTS

The research revealed that the major factors that affect the grammar skills of Grade 10-Narra students were lack of interest in grammar, poor reading habit, and lack of practice in writing. The study also showed the modern teaching strategies like collaboration and provision of electronic exercises to capture the interest of the students in learning grammar. Since developing grammar skills is one of the interesting challenges especially to the Grade 10 students, motivational reading exercises could help enhance the learners' grammar skills. Moreover, writing exercises in terms of electronic games help enhance the knowledge of the students in grammar.

DISCUSSIONS

The findings recommend the use of reinforcement exercises and innovation like E-games to enhance the grammar skills of the students in English. The English teachers should continue using the modern teaching strategies to make learning meaningful to the 21st century learners.

KEYWORDS: grammar skills, enhance, e-games, factors, English language

Enhancing the Kindergarten Learners' Mastery Level in Numeracy through Beginners Toolkit

Rivine Sibulo, Department of Education Quezon - RACE

Abstract

INTRODUCTION

The first year of life is important because what happens in early childhood can matter a lifetime (Harvard, 2009). It is now recognized that the formative years of life are the most important for learning when foundations for the future are laid. The goal of this study is to assess and enhance the Kindergarten learners' mastery level in Numeracy at Arawan Elementary School, S.Y. 2017-2018.

METHODS

The study used the quasi-experimental method of research design focusing on fourteen (14) respondents, who were identified slightly delayed and significantly delayed in their numeracy skills based on their ECCD (Early Childhood Development) result. The result of the report progress card who were under Beginning in their mastery level with an indicator of rarely demonstrates the expected competency and rarely participates in class activities and/or initiates independent works were taken into consideration.

RESULTS

Data showed that learners improved their mastery level in Numeracy having a consistent level with always performs task, advance in some aspect as indicator. However, there are other two competencies under the developing mastery level having an indicator of sometimes participates, minimal supervision and sometimes demonstrates the competency respectively. The researcher observed that young learners need not to be confined with just sitting and using two parts of their body in learning; rather teacher must use their five senses in learning the subject. Hence, the respondents are now capable of participating and demonstrating the basic knowledge in Numeracy (Mathematics) which is essential in entering formal schooling in Grade I.

DISCUSSIONS

Data showed that learners improved their mastery level in Numeracy having a consistent level with always performs task, advance in some aspect as indicator. However, there are other two competencies were under the developing mastery level having an indicator of sometimes participates, and sometimes demonstrates the competency respectively. Kindergarten learners are expected to have meaningful experiences using different techniques in teaching the subject like inclusion of play in learning, singing, dancing and repeated instruction.

KEYWORDS: Beginners' Toolkit, Mastery Level, Numeracy

**Enhancing the Knowledge and Practice of Pedagogical Approaches of K-12
Program through School to School Partnership Project Cell**

Welnie Lunar & Evangeline Limbo

Abstract

INTRODUCTION

The shift in curriculum brought chaos to teaching staff in terms of approaches to be applied. To uplift the performance of schools through the help of top performing schools, Department of Education launched the School-to-School Partnership Program. The program gave way to one of the top performing schools to share their expertise in terms of applying different pedagogical approaches under the K to 12 Program. This study assessed the impact of the training provided by the leader school to the partner school.

METHODS

A descriptive qualitative research design was used. A survey was conducted through questionnaires before and after the program to the 25 faculties in Cuenca National High School during the school year 2016 - 2017. The significant difference in teacher's perception in the survey before and after the training was analyzed. A matrix was also created to analyze the teachers' knowledge and practice of different pedagogies. It was supported by testimonies by the teachers who undergo training and the results of classroom observation.

RESULTS

Teachers' perception of how much they know and practice a certain pedagogy differs greatly before and after the training was provided by the leader school. A highly significant difference in teachers' knowledge and practice was evident in the use of a collaborative approach and not significant in the use of a constructivist approach but the overall interpretation was highly significant on the approaches prescribed by the K to 12 program, the 2C 2I 1R - Constructivist, Collaborative, Integrative, Inquiry-based, and Reflective. A 2x2 matrix was constructed to clearly illustrate which approach and strategy appear to be high or low in terms of knowledge and practice.

DISCUSSIONS

The result clearly says that there has been an improvement but there is still a big room for improvement. Continues training and workshop for teachers through the help of colleagues and peers may deliver more positive results in terms of pedagogies.

KEYWORDS: pedagogical approaches, K to 12 Program, School-to-School Partnership Program

**Enhancing the Learners' Learning and Achievement (ELLA) through
Proficiency on Basic Facts (PBF)**

Raymundo Poral, Department of Education

Abstract

INTRODUCTION
Based on the mission of the Department of Education (Department of Education), the school performs to protect and promote the right of Filipinos to quality basic education that is equitable, culture-based, complete, and allows them to realize their full potential. Thus, learners must be given relevant and distinct education that they deserve to fully equip appropriate knowledge, skills, and attitude. These values are fundamentals in developing future generations but entail varied techniques and strategies to lead them significantly in helping to build the nation that would create lifelong learners. Collaboration of family, community, and other stakeholders work together to attain the holistic development of every learner. The school plays a pivotal role in the progress of all pupils where they learn in a child-friendly, gender sensitive, safe, and motivating environment.

METHODS
The researcher used the comparative analysis of data presented in the pre-test and post-test to have a clear investigation of pupils' level on PBF difficulties. After identifying the areas to be improved, the researcher made some possible steps for a more advanced development and refinement of effective PBF intervention/innovation. Then, South District Intervention Program was crafted to assure the implementation of the ELLA thru PBF. Furthermore, sustainable plan, regular meetings, modules on PBF, and supervised quality of teacher-made PBF tools/ materials for intervention were developed.

RESULTS
Through the implementation of the South District Intervention Program through project ELLA thru PBF, there were improvements in terms of pupils' achievements and teachers' competencies in employing strategic and effective interventions. From 100% of Grades 3-6 pupil-beneficiaries have been benefited in acquiring the needed skills in analyzing and solving Mathematics word problems and numerical equations/expressions by undergoing the sequential processes of ELLA thru PBF technique. Teachers have been capacitated with appropriate strategy in developing proficiency on basic facts since it was composed of four (4) Levels of execution; addition, subtraction, multiplication, and division.

DISCUSSIONS
Based on the results of the implementation of the South District Program - Enhancing the Learners' Learning and achievement particularly in remediating pupils with learning gap due to inability in comprehending PBF, the program is highly commended to employ among pupils in different grade levels with learning difficulties in Mathematics.

KEYWORDS: Proficient, enhancing, achievement, capacitated, commended, remediation, strategic and effective intervention

SUBMISSION ID: R04A-LIPAC1-0179

Enhancing the Least Mastered Skills in Mathematics of Grade 6 Pupils at Paaralang Elementarya ng Palahanan Using E-Learning Games

Marilyn Hernandez, Department of Education

Abstract

INTRODUCTION
Difficulties in learning Mathematics is a common problem among pupils of all ages. These learning difficulties range from mild to severe and may require instructional attention and various treatment methods. One of the difficulties is anxiety that can lead to a negative attitude towards Math. It is more important to help our pupils acquire a positive perception in Mathematics through E-learning games. In Paaralang Elementarya ng Palahanan, one of the priorities cited in School Improvement Plan is Mathematics. Pupils lack the application of skills and techniques that will help them develop their critical thinking, reasoning power, and creativity which they use in working independently in Math activities. The teachers observed that there are pupils that have problems in applying the four fundamental operation skills such as adding, subtracting, multiplying and dividing numbers. Their failure in Mathematics is due to their difficulty in applying these skills. This study aims to find solution that could assist the Grade 6 pupils of Paaralang Elementarya ng Palahanan in enhancing the least mastered skills using E-Learning games.

METHODS
The researcher used a descriptive method through questionnaires to gather data for the research. The set of questionnaires was developed to determine the effects of E-Learning Games in enhancing the four fundamental operation and other least mastered skills. The respondents of the study were 111 Grade Six Pupils at Paaralang Elementarya ng Palahanan.

RESULTS
The study revealed the following results: (1) E-Learning Games enhanced the mastery learning and comprehension of Grade Six pupils in multiplication skills (2) E-Learning Games stimulated, motivated and sustained pupils' interest (3) E-Learning Games improved the teaching strategy in Mathematics in Multiplication skills and other least mastered skills particularly.

DISCUSSIONS
The result paved way to encourage and motivate teachers to use E-Learning Games in Four Fundamental Operation to enhance pupils' performance in Mathematics. Integration of E-Learning Games should not only be used in teaching Mathematics but also with other subjects. The school head and the ICT teachers should encourage and support the use of E-Learning Games in Mathematics and in other subjects.

KEYWORDS: negative attitude, positive perception, difficulties, E-Learning Games

SUBMISSION ID: R04A-BATANP-1148

**Enhancing the Level of Action Research Writing Competencies of the
Public Elementary School Teachers in Banugao Elementary School through
StaTu a (Staggered Tutorial Approach)**

Betty Sanchez, Department of Education

Abstract

INTRODUCTION

The main purpose of this study is to enhance the level of action research writing competencies of the Public Elementary School Teachers in Banugao Elementary School through an intervention program, Project StaTuA (Staggered Tutorial Approach).

METHODS

This study used a descriptive-evaluative research design using a researcher-made questionnaire as an instrument. The researcher selected 21 Banugao Elementary School Teachers as the respondents of this study.

RESULTS

The results discovered that the level of teachers' competencies before the project were at 4% which was interpreted as very low. However, it has a significant increased after the implementation of the StaTuA, wherein 76% of the teacher-respondents were fairly competent, and that Project StaTuA helped them enhanced their competencies after its initial implementation.

DISCUSSIONS

The researcher had realized the significance of implementing the Project StaTuA in enhancing the level of Action Research Writing Competencies of the public elementary school teachers. Hence, Project StaTuA was found effective for the enhancement of the action research writing competency. It is then highly recommended that teachers in the District of Infanta use and conduct follow up study.

KEYWORDS: STAGGERED TUTORIAL APPROACH

Enhancing the Mastery Skills in Grade XI Mathematics through Project (SON) Students Opportunity on Numeracy

Sonia Buarao

Abstract

INTRODUCTION

This action research is funded by the Basic Education Research Fund (BERF). It is a descriptive type of research which aimed to enhance the mastery skills in grade XI Mathematics through Project (SON) Students Opportunity on Numeracy. The respondents are the grade XI students of San Lorenzo National High School, Tabaco City. Project SON is a form of innovative materials in mathematics proposed by the researcher to improve learning.

METHODS

The main instrument used to gather data are the pretest and posttest. Another data to be considered are the least mastered skills identified during the pretest. The statistical tools used are the mean, PL and the t-test and to answer the significant difference between the means, the t-test was used to correlate the values of the pretest and posttest.

RESULTS

The researcher concluded that after conducting the pretest, several least mastered competencies were identified such as representing real life situation using function, evaluating functions, performing composition of function, solving problems involving functions and rational functions. These competencies were given priority for interventions. After analyzing the test items, findings showed that the mean and the PL in the posttest was higher than that the pretest. There was 16.67 % increase in the mean and 33% increase in the PL.

DISCUSSIONS

This action research provided multiple strategies and interventions toward enhancing mastery skills in Grade 11 Mathematics. The Pearson product Moment of Coefficient of Correlation (r) was -0.53 which was qualitatively described as moderately high. This was an implication that after series of interventions, there was an improvement in the performance level of the students. There was also a significant difference between the pretest and the posttest since the computed value of t = 3.95 was greater than the critical value of 2.201. Using the t-test for correlated sample at 0.05, the hypothesized mean difference was 0 and the degree of freedom df= n-1 was equal to 40. Therefore, the level of significance was at t.05 = 2.201 or 95% confidence level. The t- computed value of -2.704 was beyond the critical value of - 2.403 at 0.05 level of significance with 40 degrees of freedom. This indicated that learning took place after several interventions given to the students. It also implied that remediation was an effective tool in raising the performance of the Grade 11 students.

Enhancing the Mathematical Skills in Multiplication of Grade 2 to Grade 6 Pupils through Supplementary Worksheets at San Juan Elementary School

Mykell B. Padua, Department of Education

Abstract

INTRODUCTION

Mathematics is often thought as a subject that a learner either understand or not with little in between. In reality, mathematics encompasses a wide variety of skills and concepts. Understanding operation is fundamental to understanding math facts. Students develop deeper understanding of operations through problem posing, hands on explorations, real work examples, classroom discussion and exploring situations.

METHODS

This descriptive qualitative research, which aimed to enhance the mathematical skills in multiplication, selected Grade 2 to Grade 6 pupils for the school year 2017-2018 at San Juan Elementary School.

The researchers used data gathering procedures such as checklist questionnaires to know if the enhanced worksheet was effective in improving the multiplication skills of the students. Furthermore, an item analysis of pretest and posttest in multiplication was also conducted.

RESULTS

To enhance the mathematical skills in multiplication of the Grade 2 to Grade 6 pupils at San Juan Elementary School, the researcher followed three phases namely the pre- design, the design stage, and the post design. The pre- design stage includes the development of a substantial worksheet in multiplication. The design stage included distribution of worksheets, gathering of the worksheet, and analyzing the data. Finally, the post design included the result of the posttest in multiplication of Grade Two to Grade Six pupils of San Juan Elementary School.

DISCUSSIONS

This action research was designed to develop supplementary worksheets in multiplication for Grade 2 to Grade 6 pupils at San Juan Elementary School. The data showed that most of the pupils have difficulty in answering multiplication test or activities. It was identified that there was a need to develop and provide copies of the worksheets in multiplications. For dissemination, the worksheets were presented during Math class as a remediation tool. Moreover, a posttest was conducted and was compared to result from the pretest to determine if the said worksheet help in improving the multiplication skills of the Grade 2 to Grade 6 pupils of San Juan Elementary School.

KEYWORDS: encompasses, supplementary worksheet

SUBMISSION ID: R04A-BATANP-0190

**Enhancing the Mathematical Vocabularies of Grade 5 Classes in Urdaneta
Elementary School through Different Tools**

Mailyn Padilla

Abstract

INTRODUCTION

Solving word problems in Mathematics is an important aspect of learning Mathematics. Unfortunately, in everyday work, pupils exhibit difficulties in such activities. They easily execute basic operations such as addition, subtraction, multiplication and division. However, when the operations are behind word problems, many pupils struggle on what to do. This study was undertaken to enhance the mathematical vocabularies of Grade 5 pupils using different tools and to know the effect of these tools on the academic performance of the pupils.

METHODS

The study used a one-group pretest-posttest design. The respondents were sixty (60) Grade 5 pupils and the instrument used was a 10-item test during pretest and posttest. The scores of the respondents in the pretest and posttest was tabulated and compared to show the impact of the tools used. Data were statistically treated using percentage, mean, standard deviation, and t-test. The Wilcoxon Match Pair Signed Rank T-test was employed to determine the significant difference of the mean scores on the pretest and posttest.

RESULTS

After analyzing the data and employing statistical treatment, it was found out and concluded that the level of comprehension of Grade V pupils of Urdaneta Elementary School increased from the mean scores of 3.07 in the pretest and 8.71 in the posttest. It showed that the tools used were valuable and effective. Moreover, there was a significant difference between the pretest and posttest scores based on the absolute computed z- value of 6.74 which was greater than the tabulated p-value of 2.31. Therefore, null hypothesis was rejected.

DISCUSSIONS

Based on the results of the study, it recommended that the tools used in this research must be used for all grade level. It is also recommended to use word wall, games, and drills in teaching Mathematics especially in enhancing mathematical skills. Lastly, future researchers are encouraged to undertake another study about this topic and use its results as a springboard.

KEYWORDS: Enhance, vocabulary, tools, impact, hypothesis, significant, sampling, absolute, springboard, paradigm

Enhancing the Number Recognition Skills of Kindergarten Pupils through Project GAMES

Mechelle Turno, Department of Education

Abstract

INTRODUCTION

In school education, numeracy is a fundamental component of learning across all areas of the curriculum. There are programs launched by the Department of Education to help the learners in learning numbers in an interactive way. It is stated in the program that not only language literacy should be included in the curriculum but also the early numeracy.

This action research aims to focus on how games and manipulatives enhance the number recognition skills of kindergarten pupils in Buhian Elementary School through a pre-test and post-test. This study has outlined several and varied activities designed to increase the pupils' achievement in the number recognition.

METHODS

The researcher used different games and activities in which some were based from the other sources and manipulatives made by the researcher herself. The researcher applied it during a portion of Arrival Time (Blocks of Time) to make sure that there was no deviation from the guidelines in conducting the project. The researcher used the pretest and compared its results with the posttest as the end lines. The results were recorded, analyzed, and interpreted in order to answer all the research questions.

The researcher listed games and have implemented them within six months (a minimum of 10 games) and have the pupils played those games. The research questions have served as a guide in the interpretation of the data after collecting the necessary information from the respondents.

RESULTS

The researcher has found out and concluded that the performance level of the kindergarten before the implementation of this study was improved. During pretest, the erformance level obtained by the respondents was at 62%, and 79% during posttest. The researcher also concluded that there were four games which has been found interesting to the respondents using histogram.

DISCUSSIONS

From these findings and conclusions of the study, the following conclusions were deduced: The result showed that the project had positively enhanced the number recognition skills of kindergarten pupils. It was also proven that there was a significant difference in the performance of Kindergarten pupils in the pretest and posttest after the implementation of Project GAMES. The researcher then also recommended that the teacher should also consider the attitudes, interests, and the learning level of the pupils in using games to enhance the number recognition skills of pupils.

KEYWORDS: number recognition skills

**Enhancing the Oral Reading Ability of Grade 3 - Jasmine Class of Subic
Elementary School**

Cecilia Maala, Department of Education

Abstract

INTRODUCTION

Among the many subjects in the curriculum, Reading is the most important that is why it is considered as the basic subject among them all. Every teacher should therefore pay a very special attention to the proper development of pupils' ability along this line. It is the springboard from which their ability in the other subjects are based upon.

METHODS

Multiple method design, collaborative approach, and survey were used. The researchers also conducted an interview to find out how they implemented and alleviated the different strategies they applied. The respondents were the 35 Grade 3 - Jasmine Class in Subic Elementary School.

RESULTS

The problem was analyzed. The results were tabulated and evaluated which showed the following causes to the problem: lack of interest in reading, pronunciation drill before every formal reading lesson, poor vocabulary, lack of oral reading practice, and inadequacy of suitable reading materials. The following difficulties were noted: mispronunciation, substitution, omission, repetition and addition. The researcher then used the following solutions to improve their oral reading ability: praising, commending, and extending congratulations to those who showed progress in oral reading. Furthermore, more oral reading practices, oral reading contests, pronunciation drills, and more vocabulary development made them strive hard in reading orally. The availability of more books, videos, and other reading materials with attractive pictures, and short interesting stories in the reading corner encouraged the pupils to read more often. Pupils that were motivated to read, developed confidence and competence among pupils, as proven by the result in different contests.

DISCUSSIONS

Based on the results in the pretest and posttest, the oral reading conducted and the different reading strategies gave positive effects in the oral reading ability of the pupils.
Teachers' improvement in their teaching methods and use of varied techniques arouse pupils' interest. Also, considering learners as unique individuals having different interests, appropriate measures must be done like persistent coaching to the slow learners. Encouraging parents' involvement in the studies of their children, especially those who have problems in reading, helps a lot.

KEYWORDS: springboard, suitable, inadequacy

Enhancing the Oral Reading Skills of Grade 5 Learners through Cross-Age Repeated Reading Treatments: Blended Learning in Context

Mary Ann Adan, Gomez ES

Abstract

INTRODUCTION

This action research aims to gauge the effect of cross-age repeated reading approach in enhancing the oral reading skills of the Grade 5 learners in Gomez Elementary School in Lopez, Quezon. This further seeks to determine the pretest and posttest scores of the all the elementary grade five (5) learners and quantify the presence of significant difference between the mean scores to evaluate the effect of cross-age repeated reading treatments in the basic sight words acquisition and oral reading fluency of the learners.

METHODS

A quasi-experimental method under quantitative design was employed in the study among the 173 purposively chosen 5 learners in different sections in Gomez Elementary School. Data gathering was facilitated using validated questionnaires and in-depth interview which were analyzed in the light of dependent sample t-test.

RESULTS

Data gathered showed a low pretest mean score of 17.59 which significantly increased in the posttest with mean score of 26.77. T- test on the significant difference between the scores gained the computed t-value of 1.76 which is higher than tabular t-value of 1.65 within .05 level of significance and 172 degree of freedom. Thus, null hypothesis was rejected proving the positive impact of cross-age repeated reading treatment in enhancing learners' oral reading skills.

DISCUSSIONS

The study was original with the use of ICT intervention in the context of learners' environment and blended learning approach. It is significant for it provided an alternative innovative approach in helping learners enhance their oral reading fluency.

KEYWORDS: basic sight words, oral reading fluency, cross-age repeated reading, blended learning

SUBMISSION ID: R04A-QUEZON-0336

**Enhancing the Performance Level in Solving Word Problems in
Mathematics Using Graphical Methods**

Joseph Bathan, Department of Education - Quezon TRAQ

Abstract

INTRODUCTION

The study aims to enhance the performance level of Grade 6-JTB pupils in Sumulong Elementary School (SES) in solving word problems in Mathematics through the use of graphical methods, as suggested by Butler (2011). Specifically, the study determined the performance level of the respondents before and after the utilization of graphical methods. The study also determined if there is a significant difference in the performance level of the respondents before and after the experiment.

METHODS

The study employed quasi-experimental method of research to determine the effectiveness of graphical methods in enhancing the performance level of Grade 6-JTB pupils in solving word problems. The study purposively selected experimental group as the respondents based on a set of criteria. Statistical tools such as percentage rating, mean, and t-test for dependent were utilized.

RESULTS

The study revealed that the performance level of Grade 6-JTB pupils in SES before the utilization of graphical methods is 69.20 (did not meet expectation) and 89.35 (very satisfactory) after utilizing the methods which implied a marked improvement in their performance level. The study further revealed significant difference in the performance level of Grade 6-JTB pupils before and after the utilization of graphical methods. Hence, the use of graphical methods in solving word problems in Mathematics was effective.

DISCUSSIONS

The table revealed that the performance level of Grade 6-JTB pupils in solving word problems after conducting the experiment is 89.35, verbally described as very satisfactory (VS). Examining the pre-test and posttest results of the respondents, the data showed that there was an increase of 20.15 in the posttest results compared to the results of the pre-test. Hence, the results implied that there was a marked improvement in the performance level of the respondents. This action research can be used as useful material for teacher-researchers and pupils in enhancing the performance level in solving word problems in Mathematics.

KEYWORDS: enhancing the performance level, solving word problems, graphical methods

SUBMISSION ID: R04A-QUEZON-0019

Enhancing the Performance Level of Grade 7 & 8 Special Program in the Arts (SPA) Dance Students of Infanta National High School through Regular Workshop (REGUSHOP)

Odenah Rutas

Abstract

INTRODUCTION

Special Program in the Arts is a nationwide program for students with potentials and talents in different fields of art. As an integral component of a balanced educational program, art education is a good avenue for learners to discover the inner talents that they possess making them more productive and well-rounded as an individual. Self-discipline and trainings in a form of workshops are vital to make this inclination to arts more progressive and enhanced to make high level of performances.

METHODS

Various methods were used in this study. Descriptive evaluative research method was utilized to find out the precise information about the existing situation. Also, simple qualitative approaches were also conducted like interviews, survey, and observations, with a simple computation of the weighted mean in finding the effectivity of the regular workshop (REGUSHOP). An action plan was made and scheduled activities were implemented.

RESULTS

The Grade 7 and Grade 8 SPA dance students who participated in our focus, have shown a positive increase in their performance level after the REGUSHOP. The mean average of the performance of G7 and G8 SPA dance students before and after REGUSHOP attained were 91.476 and 94.024 respectively. While the mean percentage score average was 91.48% before the REGUSHOP and 94.02% after implementing it. The findings showed that the REGUSHOP was effective in making their level of performance high and have achieved the desired learning outcomes. Also, this indicated that regular workshop (REGUSHOP) can help the dance students achieve performance in the level that students, teachers and the program aimed. It has also proved that practicing regularly can enhance more their skills and talents.

DISCUSSIONS

The result determined the need for regular trainings or workshops to enhance the level of performance of the dance students and for them to improve and achieve their desired learning outcomes. Therefore, schools must provide this kind of activities in order for the students to reach their goals in the program. These activities will also help the teachers and students of the SPA dance area to be more competent and make them sustain the learnings that they have acquired from the workshops and have them use it in various competitions that they will be joining.

KEYWORDS: performance level, Special Program in the Art, regular workshop

SUBMISSION ID: R04A-QUEZON-0304

Enhancing the Performance of Grade 10 Students of Calauag National High School in Reproductive System through the Utilization of Science Videos

Jacquelyn Seguerra, Abigail, Angelita, Martin, & Rovelyn, Calauag National High School

Abstract

INTRODUCTION

The purpose of this study is to test if the performance of the students will increase after using video presentation in teaching reproductive system to Grade 10 students of Calauag National High School.

METHODS

This paper used a descriptive - comparative methods of research to assess and determine the significant difference between the pretest and posttest of the performance level of Grade 10 students. The total number of the subject used in the study were 20 Grade 10 students of Calauag National High School. The subjects were purposively selected by the researchers because they were the ones that the researcher is being handled and identified with low performance in Science. The instruments used by the researcher were pretest and posttest. The instrument was self-designed by the researchers to assess the performance of Grade 10 students. The instrument was carefully developed by the research team to achieve the instrument that would measure and answer the research problem. After the implementation of the science video the researchers administered the pretest and posttest to the 20 Grade 10 students of Calauag National High School. After its administration, the mean and MPS were computed. The significant difference was determined through the t-test.

RESULTS

The result of the study revealed that the obtained mean of pretest and posttest, average mean of pretest is 37.0333 while the posttest obtained 70.4. The difference of 33.27 from the pretest and posttest was remarkably increased. It showed also that significant difference between the means of pretest and posttest result in using video in teaching reproductive system. The computed t-value of -14.80 and critical t-value of 1.67 came up with the decision to reject the null hypothesis. Thus, the impression significant at 0.05 level implied that using video in teaching reproductive system in Science increased and enhanced the performance of Grade 10 - Masikap students of Calauag National High School. Students demonstrated interest and paid attention when the teacher presented the video.

DISCUSSIONS

The results implied that the students were excited and have given their attention to the presentation because the lesson was shown through videos which later increase their academic performance. The utilization of videos was found effective in increasing their level of academic performance in Science under the reproductive system topic. Teachers then can use video presentations in different topics in Science.

KEYWORDS: Video presentation, Enhanced performance in Science, Utilization

SUBMISSION ID: R04A-QUEZON-0026

Enhancing the Performance of Grade 9 Students of Malapad na Parang National High School in Araling Panlipunan Using Information and Communication Technology

Wilson Dueñas, Department of Education - Malapad Na Parang National High School

Abstract

INTRODUCTION

The Araling Panlipunan curriculum in Junior High School is focused on developing skills and values inherent in the disciplines of history, economics, and current trends. Some people considered it as a boring subject because other says it is focused only in reading and writing activities where students acquired learning. Students seemed not to be interested in enhancing their study habits towards the subject which results in low academic performance. Information and Communication Technology is one of the teaching and learning aids that can be used and utilized by the teachers to enhance the academic performance of the students. In this study, the researcher used a variety of ICT materials to enhance the academic performance of Grade 9 students in learning Araling Panlipunan.

METHODS

The descriptive method of research was used in the study. The Grade 9 students of Malapad na Parang National High School were the respondents of the study. The researcher formulated a pretest composed of 20-item multiple choice to assess the students' performance and a posttest to assess the possible improvement and determine the significant difference of pretest and posttest in the performance of students.

RESULTS

Grade 9 students enjoyed doing their activity using Information and Communication Technology. There was a change in their learning style and behavior in acquiring knowledge in this subject. The students were given a chance to operate and use multimedia in presenting their output. Based on the results, there is a significant relationship between the performance of students in pretest and posttest results in learning Araling Panlipunan using ICT.

DISCUSSIONS

The results showed that the Information and Communication Technology had a great impact in enhancing the teaching and learning process both for teacher and students. The students learned more if the teacher used a variety of ICT teaching materials and engaged them in different activities in learning Araling Panlipunan. Also, this means that the teacher is efficient and effective in enhancing the level of performance of the students in learning towards the subject.

KEYWORDS: Information and Communications Technology, pre-test, post-test, teaching techniques and strategies

SUBMISSION ID: R04A-BATANP-1422

**Enhancing the Performance of Students in Solving Problems in
Mathematics through Teacher Made Resource Material on Problem Solving
Heuristics (Tmrmpsh)**

Nedie Sevilla

Abstract

INTRODUCTION
The language of Mathematics is based on rules that must be learned but it is important that students move beyond rules to be able to express things in the language of Mathematics. This involves renewed effort to focus on: seeking solutions, not just memorizing procedures; formulating conjectures, not just doing exercises; exploring patterns, not just memorizing formulas.
An effective way of doing this is to extend "exercises" to "problems" but most of the learning materials available in the field do not have that kind of "problems" which will make the students come up with different strategies in solving word "problems" in Mathematics. Thus, the researcher came up with an instructional material which will expose different problem-solving heuristics in solving "problems" in Mathematics.

METHODS
The method employed in the study was pre - experimental design specifically one - group pretest posttest design. The respondents of the study were purposively chosen. There were thirteen (13) Grade 11 STEM students who took the test before and after the intervention. The resource material developed by the researcher was composed of seven (7) different problem-solving heuristics which the researcher introduced to the respondents during the intervention period.

RESULTS
The result showed that the respondents' performance in solving problems in Mathematics was very low. An average score of 2.3 was very low considering that the respondents were enrolled in a STEM class. This was an implication that even STEM students perform low in solving problems in Mathematics. A performance level of 17.8% was very low as compared to the passing performance level set by the Department of Education which is 75.00%.
During the posttest, the respondents' average score was 10 with a variance of 2.167 and a performance level of 76.9%. By implication, this would mean a positive change in the performance of the respondents after the intervention administered to them.
A performance level of 76.9% was an indication that the respondents achieved more than that of the standard passing performance level set by the Department. Though there was still a slim margin of 1.9%, this showed that the standard performance level can be achieved whenever the intervention done was effective.
The result showed that there was a significant difference in the performance of the respondents in solving problems in Mathematics before and after the intervention.

DISCUSSIONS
The use of the Teacher Made Resource Material on Problem Solving Heuristics (TMRMPSH) was effective in improving the performance of the students in solving word "problems" in Mathematics. The features of the intervention material can be used by both the teachers and the students in exploring different problem-solving heuristics in Mathematics. Sample "problems" presented in the material were contextualized and based on real - life scenarios which might have motivated the students to solve the word "problems".

KEYWORDS: Heuristics, Problem Solving, Mathematics

SUBMISSION ID: R005-ALBAYP-0012

Enhancing the Performance of the Learners Using Teacher- Made Learners' Materials (TMLM's) in General Physics 2

Joebert Rivera, Teacher

Abstract

INTRODUCTION

The teacher, as the implementer of the curriculum, must take initiative in improving the performance of the learners. The implementation of K to 12 Basic Education has brought a great challenge to the curriculum makers, administrators, and teachers. It cannot be denied that until now, the Department of Education finds it hard to meet the needs of schools in the delivery of the basic services to the students. The lack of reference materials in teaching the core and specialized subjects in Senior High School is one of these problems. In order to address the posed challenge, the proponent developed learning materials in General Physics 2 and has tested its effectiveness in improving the performance of the learners in selected topics.

METHODS

This study was an experimental type of research making use of pre-experimental designs of one group pretest-posttest. This study made use of purposive sampling in determining the respondents. This type of sampling design was used since there were only 12 STEM students in Grade 12 of Buga National High School. The researcher considered all of the 12 students as respondents of the study. The following steps were made: (1) Preparation and Validation of the Teacher-Made Learners' Materials (TMLM's) in General Physics 2, (2) Pretest, (3) Administering the Treatment, (4) Posttest, and (5) Data Analysis.

RESULTS

The study was conducted from January 2018 to March 2018. The main respondents were 12 STEM students. A 30 - item pretest and posttest was used to substantiate the effectiveness of the Teacher Made Learners Materials. The result of the pretest and posttest were subjected to the following statistical treatment: mean, PL, and t-test. As a result, the student respondents obtained a mean of 9.00 during Pretest and 24.75 in the Post Test. This showed that the mean score increased during the posttest. The Performance Level (PL) during Pretest was 30.00 and 82.50. These data depicted that there was an improvement in the performance of the learners in the selected topics of General Physics 2 and this increase in the performance can be attributed to the use of TMLM.

The computed t-test value was 13.63 while tabular value was 2.20. It can be deduced from the result that the computed value was greater than the tabular value which indicated that there was a significant difference in the performance of the learners in the pretest and posttest. Hence, the TMLM was effective as intervention materials in improving the performance of the learners in the selected topics of General Physics 2.

DISCUSSIONS

The TMLM was effective in improving the performance of the learners in the selected topics of General Physics 2. The features of the TMLM may have motivated the learners to accomplish the learning materials. Moreover, the following may have contributed to the increase in the level of performance of the learners: the presentation of the science concepts was simplified and contextualized, speak at the level of the learners, and utilized stimulating graphics and pictures.

KEYWORDS: ENHANCEMENT, TEACHER-MADE LEARNERS' MATERIALS, GENERAL PHYSICS 2

SUBMISSION ID: R005-ALBAYP-0013

**Enhancing the Poor Performance of Grade 9 Yakal in Science Subject
through Reward System**

Ronalyn Lunar

Abstract

INTRODUCTION

People says that education is the most powerful weapon that they can use to change the world. Education is important in life because it gives people the skills and tools that they need to navigate the world. Without it, people would not be able to read, write, calculate or communicate; they would also not be able to perform jobs competently, accurately, and safely. Education also teaches people about the world in which they live, including information about history, philosophy and culture.

This action research aims to educate the readers about the impact of motivation and a reward system in the learning outcome of students. Readers can improve students' outcomes with the help of motivation.

METHODS

Helping students understand better in the classroom is one primary concerns of every teacher. The researcher prepared, used, and conducted different methods and strategies with reward system to motivate the students to learn. Some of the methods were points system where each of them was given incentives as they participated well in class activity. Second, a sense of responsibility where students perform classroom duties and enjoy the task. Third, a chance to work in a group since Science teaching is more on discovery approach. Moreover, other methods included giving of praises when earned, encouraging self-reflection, developing sense of excitement, knowing the students' interests, giving of feedback, offering chances to improve and motivating students for success.

RESULTS

Teachers agreed that the usage of such teaching methods to create motivation in students were effective. It was clear from the data that teachers used methods that were according to the students' needs and interest. For every category, it was observed that more than half of the class respondents affirmed that they were always prepared in their Science class. It was a great achievement that they really showed their love to the subject and even to their Science teacher.

DISCUSSIONS

Reward system may improve students' participation in class. Appraisal, pointing system, pride of the group, even giving simple prizes are just some examples of reward systems that teachers can give to their students. Teachers must know the psychology of students. Teachers must follow the new trends in education. Most importantly, teachers must give their heart to their work to feel the fulfillment and satisfaction in teaching.

KEYWORDS: reward system, motivation, simple but meaningful prizes

SUBMISSION ID: R04A-BATANP-0343

Enhancing the Reading Ability from One to Two Syllables of the Selected Grade 1 Pupils of Tomas Daguinsin Elementary School, S.Y. 2016- 2017

Anna Marie San Jose, Department of Education - Victoria Action Research Association

Abstract

INTRODUCTION

This research focused on the improvement of reading skills of Grade 1 pupils at Tomas Daguinsin Elementary School during the school year 2016 - 2017. Specifically, this study sought to determine the level of reading skills of the respondents, the factors that may affect their reading ability, and the changes that took place after the use of different methods in enhancing one's reading skill.

METHODS

The respondents of this action research were 5 male and 3 female Grade 1 pupils of Tomas Daguinsin Elementary School. The whole population of Grade 1 undergone with purposive random sampling technique where the respondents were selected based on the result of School Readiness Assessment Test (SREA).

RESULTS

Based on the results, the following conclusions were made: the respondents enhanced their reading skills from sounding out the letters until they were able to read one to two syllables.

DISCUSSIONS

The use of varied methods in enhancing the reading skills of pupils helped a lot to learn and determine the letter, sound, and word for them to read. There were weaknesses that may affect the learning of pupils but it can also serve as guide for the teachers to think of ways and innovation to facilitate a meaningful and enjoyable approach in learning.

The conclusions revealed that the different methods in improving the reading skills of the respondents. It also facilitated them to bring out evident changes as seen in their enhanced reading ability. Furthermore, the researcher recommended that a place must be given to the students where they can use different books for them to read and allow them to use it willingly until it become their usual habit.

KEYWORDS: School Readiness Assessment Test (SREA),

SUBMISSION ID: R04A-LAGUNA-0225

**Enhancing the Reading Comprehension Ability through Remedial
Teaching among the Grade 7 Students of Looc National High School, SY
2016- 2017**

Catherine Pesimo, Department of Education - Batangas

Abstract

INTRODUCTION

An individual ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words which interferes with their ability to comprehend what is read. Reading comprehension is the act of understanding what one is reading. It is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing. While the definition can be simply stated the act is no simple to teach, learn or practice.

METHODS

This study aimed to enhance the reading comprehension ability of Grade 7 students during the school year 2016 - 2017 in Looc National High School, Looc, Nasugbu, Batangas. This study provided relevant data on the reading comprehension of students which can be used as basis in enhancing students' services particularly in guidance and counseling. This descriptive qualitative research sought to find answers to the questions that needed concrete answers. It sought to realize the objectives in determining the levels of comprehension of the students in Grade 7. Furthermore, the researcher also used the survey method.

RESULTS

At first, students felt that they only need to attend just because teachers required them to attend. They thought of it as something difficult because instead of going home early, they were asked to attend to this activity first. As they continued, they became aware that they really needed it for they felt that there was a problem in their reading comprehension. Every activity became an enjoyable event for them. They tried harder in order to get high score in every activity even if they have been getting got low scores most of the time. However, they still continued to study harder and understand every selection and activities that they need to accomplish. The researcher felt troubled whenever the learners feel hopelessness during the times when they were unable to provide correct answers. However, whenever they acquire high scores, the students felt happy and proud of themselves. With this, they improved their reading and comprehension skills.

DISCUSSIONS

The researcher found out that several aspects of teaching such as usage of varied materials, practice of vocabulary, use of teaching strategies, and even the support from parents can be of help in enhancing the reading comprehension of students.

KEYWORDS: Reading comprehension

SUBMISSION ID: R04A-BATANP-0014

Enhancing the Reading Comprehension Level of Grade 2 Pupils of Candelaria Elementary School 1& 2 through Project CALIBER

Annalyn Tabas, Rizalina Rodil, & Edeliza Narra, Department of Education

Abstract

INTRODUCTION

Results of the 2017 Phil-IRI Pre-test in English revealed that 50% of the Grade 2 pupils belongs to the Frustration level, and 35.49% are non-readers. The main reason of the problem is pupils' poor reading comprehension which can be rooted from lack of one-on-one practice in reading and lack of practice in answering questions about a story. With this kind of result, it is necessary that a reading intervention program be given to the said pupils to address the root cause of the problem and a research to be conducted to determine the effectiveness of the intervention.

METHODS

This study was conducted to all grade two pupils of Candelaria Elementary School 1&2 using the quasi-experimental design. The pupils were pre-tested using a story with 10 comprehension questions. After giving the Basic Everyday Reading Pamphlet, which is composed of word lists and 20 stories with five comprehension questions, a posttest comprising of another story with 10 comprehension questions was administered to the pupils. Mean scores of the pupils in the pretest and posttests were taken in order to determine the effect of Project CALIBER in the pupils' comprehension. T- test for dependent sample was utilized to find if there was a significant difference between the pretest and posttest scores regarding the pupils' comprehension.

RESULTS

Table 1. Pre-test and post-test mean result

Pre- test	Posttest	Computed t- value	Tabular Value (.05)	3.77
		5.49		
		7.84		
		1.94		

Result showed an increase in post-test mean which signified improvement in comprehension skills of the pupils as presented in Table 1. Pupils got an average score of 3.77 in the pretest and 5.49 in the posttest which showed an increase of 1.72. It supported the statement of Coyne, Zipoli, & Ruby (2006) that early intervention can be of help to the students' success in enhancing their reading competencies. Moreover, t-test showed significant difference between the pretest and posttest scores with a computed t- value of 7.84 which was higher than the tabular value of 1.97 at .05 level of significance.

DISCUSSIONS

The results implied that early intervention can help young pupils to meet success in reading. Based on the results of the pretests and posttests, it is insinuated that Project CALIBER was an effective tool in enhancing the reading comprehension skills of Candelaria Elementary School 1 & 2 though adequacy of time in administering the intervention was indispensable.

KEYWORDS: insinuated, acquisition,

SUBMISSION ID: R04A-QUEZON-0132

Enhancing the Reading Comprehension Level of Selected Grade One Learners of Ibabao Elementary School

Josephine Almanzor, Department of Education - Cuenca

Abstract

INTRODUCTION
Reading is an important tool because it is a prerequisite of all learning areas.

METHODS
Survey questionnaires were used.

RESULTS
Mothers' educational attainment

DISCUSSIONS
Pupils were grouped according to their abilities and levels of difficulties to facilitate assessment and evaluation of learners reading comprehension. The use higher order thinking activities were maximized during remedial reading instructions. Furthermore, follow up activities of pupils with reading comprehension difficulties were done at home.

KEYWORDS: higher order thinking skills, summarizing

SUBMISSION ID: R04A-BATANP-2079

Enhancing the Reading Comprehension of Grade 6 Pupils at Kaylaway Elementary School through Extensive Reading and Vocabulary Development

Cynthia Vida & Eden Acal, Batangas Research Association For Value-Driven Education

Abstract

INTRODUCTION

Reading is the key to skillful learning and being able to read is very important for better living. Learners who read well develop better understanding and effectively adjust towards life's situations. When learners understand what they read, they could identify, classify, build, organize, synthesize, adjust and arrive at proper decisions. The study aimed to improve the reading comprehension ability of pupils. It also aimed to find out the reading comprehension level of Grade IV pupils as revealed by the Philippine Informal Reading Inventory (Phil-IRI), the causes of poor comprehension, the effect of extensive reading and vocabulary development on the reading comprehension of the pupils, and the plan of action to further improve the reading comprehension of Grade IV pupils of Kaylaway Elementary School using extensive reading and vocabulary development.

METHODS

This descriptive study was confined only at determining the levels of the pupils' reading comprehension ability and in designing a lesson model to enhance pupils' reading comprehension skills. The respondents were thirty-seven grade four pupils of Kaylaway Elementary School which consist of 21 males and 16 females.

RESULTS

Based on the post-test conducted by the School English Coordinator, a great improvement in the number of pupils belonging to the frustration level took place compared to the initial test results which is 37 or 100% to 16 or 43.24%. This means that effective remedial reading program using extensive reading and vocabulary development is built for intensive administration of reading instruction regularly so that reading difficulties will be corrected.

DISCUSSIONS

Based on the post-test conducted by the School English Coordinator, a great improvement in the number of pupils belonging to frustration level took place compared to the initial test results which is 37 or 100% to 16 or 43.24%. This means that effective remedial reading program using extensive reading and vocabulary development is built for intensive administration of reading instruction regularly so that reading difficulties will be corrected.

KEYWORDS: enhance, reading comprehension, extensive reading, vocabulary development

SUBMISSION ID: R04A-BATANP-0290

**Enhancing the Reading Comprehension Skills of Short Stories of Grade 3
Dahlia at Pinagtungulan Elementary School**

Lanie Sy, Mryna Ariola, & Richelle Contreras, Department of Education - San Jose

Abstract

INTRODUCTION

Reading is considered an important skill that should be acquired by every individual. It is a primary tool in the development of a total human being. One of the most common problems faced by students today is that they are losing their interest in reading. In such case, the students should be brought to the act of reading and his or her interest in the content and self-efficacy as a reader. The seeming task of bringing the interest of the students in reading requires effective strategies or activities.

Based on the result of Pretest in Phil-IRI among grade three pupils, it was found that most of the pupils belong to the frustration level. In connection with this, the study aimed to solve the problem about the reading comprehension skills of short stories of Grade Three pupils through different reading comprehension skills enhancement activities.

METHODS

This study utilized descriptive survey in order to achieve the purpose of this study.

This study used two data gathering procedures namely baseline data gathering, for identifying the comprehension level of grade three pupils, and reflective survey method. Checklists were prepared, validated, distributed, tallied and interpreted to identify the common difficulties encountered by the readers and to identify the different activities that contribute to the enhancement of the reading comprehension skills of the pupils.

RESULTS

There were 47 Grade III pupils tested in reading comprehension during the pretest. Five (5) or 11% is independent, ten (10) or 21% fall under the instructional level, while thirty-one (32) or 68% belong to frustration level in reading comprehension. The data revealed that 68% of these pupils need thorough assistance and remediation to enhance their comprehension skills. On the other hand, it was found that the difficulties encountered that hinder the pupils reading comprehension were word recognition, vocabulary word development, logical and reasoning skills, lack of reading materials and decoding skills.

DISCUSSIONS

It is evident that there should be a proposed plan of action in order to enhance the reading comprehension abilities of Grade III Dahlia pupils. It is recommended that both teachers and parents should take their parts in the progress of the reading comprehension abilities of the pupils. Factors that hinder the attainment of good comprehension level among pupils must be recognized and evaluated.

KEYWORDS: reading comprehension skills, self-efficacy, frustration

Enhancing the Reading Performance of Grade 1 Pupils of Bilogo Elementary School

Arlene Rabano, Teacher III & Rosemarie Aguilar, Teacher I

Abstract

INTRODUCTION

One of the learning skills that a child should develop is his reading comprehension skills. Reading comprehension is essential to life in any civilized society. This skill is necessary to survive and thrive in today's world. In this study the researcher aims to determine and enhance the reading performance of grade one pupils of Bilogo Elementary School. Specifically focused on the pupils' reading competence in reading alone. Furthermore, the researchers aim to suggest activities or interventions which could enhance the pupils' reading competence.

METHODS

The descriptive type of research was used in this study. The researchers gathered the data, using the Phil-IRI results of 44 grade one pupils of Bilogo Elementary School, and consulted several reading materials in preparing the assessment tool. The researchers also sought the assistance of some experts to validate the assessment tool used. After the tool was validated, the researchers administered the assessment to determine the performance of pupils in reading. After the assessment was done, the researchers analyzed these results to identify the reading levels of the pupils. The researchers used statistical tools such as percentage and weighted mean to quantify the performance of the pupils in reading. No sampling was used and performance of other pupils from other grade levels was not covered in this research.

RESULTS

Based on the teacher's observation on the pupils' reading competence, majority of them have difficulties in terms of word recognition. Likewise, many pupils also fail to comprehend on the passages given. In terms of speed, majority of the students also have slow pace of reading. The results of the Phil-IRI test also revealed that the pupils have low competency in reading. Many pupils are having difficulties in terms of reading. After a thorough analysis of the pupils' problem in reading, the researchers came up with an action plan which aims to enhance the pupils' reading competence.

DISCUSSIONS

The results recommend for remedial and intensive reading classes, and additional reading intervention program for pupils who were identified as instructional in terms of reading skills. The success of proposed action plan lies with the coordination of various stakeholders like parents and the community. It may also be shown to supervisors and teachers for their suggestions before using it and a similar study must be conducted to determine the reading ability of grade one pupils.

KEYWORDS: reading competence, reading comprehension, reading performance, reading skill, reading strategies

**Enhancing the Reading Program of Grade 5 Pupils of Lemery Pilot
Elementary School**

Edrolan Andales

Abstract

INTRODUCTION

The first learning experience in school should create a foundation for successful reading program by fostering favorable impression, of which is to be derived from the books and language used. Reading is a skill that most people use daily. In schools, reading is the center of learning of all subjects. It is the most integral component of the education system. Through effective and purposeful reading, pupils can easily develop their intellectual and social development. But the sad thing is, the schools' biggest problem is the growing number of struggling readers. This study was conducted aiming at finding effective ways of transforming the struggling readers into well-rounded readers. With reading skills, it is expected that the pupils will go on the way they should be and, in the future, be productive and useful members of the Filipino community.

METHODS

The descriptive method of research was employed in the study. Data were taken from pupils' records and through the questionnaire consisting of a checklist. The researcher also gathered supplemental information through interviews.

RESULTS

The following are the findings in the study:

1. 17% of the Grade Five pupils are struggling readers. Varied strategies and techniques should be employed and must be suited to the ability of the pupils. It can be noted also that pupils' performance signifies the need of intervention activities to become independent readers.

2. Most of the respondents find word recognition as the most common difficulty that they encountered in reading while omission of words is the least among these difficulties. This could affect their performance in reading and their academic achievement and can be attributed to the existing school reading program.

3.The reading program being implemented in the school needs to be reformed, modified and restructured in order to meet the prioritized needs in reading development of the pupils.

DISCUSSIONS

Based on the foregoing findings, the following were drawn:

1. The existing school reading program is expected to be restructured in order to meet the changing needs of the learners in developing their reading skills.

2. Pupils should be encouraged to develop interest and love for reading by exposing them to colorful, meaningful and interesting reading materials and a favorable reading environment.

3. Reading performance of the pupils should be properly and accurately assessed as basis for the creation / establishment of effective reading interventions

KEYWORDS: ENHANCING THE READING PROGRAM OF GRADE FIVE PUPILS IN LPES

SUBMISSION ID: R04A-BATANP-1292

Enhancing the Reading Readiness among Grade 1 Pupils of Niogan Elementary School

Elena Carurucan

Abstract

INTRODUCTION

Reading readiness is highly individualistic; there is no "one size fits all" solution to teaching a child to read. A parent or teacher may need to employ several techniques before finding the most appropriate method for an individual child. Public Elementary Schools in Lemery, Batangas, specifically Niogan Elementary School, were included to the ECARP of the Department of Education which aimed to produce competent readers and writers at the time of their primary grades. That is why the researcher conducted a study to improve the extent of reading readiness of grade one pupils in Niogan Elementary School through the intervention program.

METHODS

The descriptive method of research was utilized in this study; the researcher-made questionnaire and informal interviews were used as major instruments to measure the extent of enhancing the reading readiness of grade one pupils in Niogan Elementary School.

RESULTS

The researcher assessed the extent of reading readiness of 30 grade one pupils. Pupils rated "great extent" in the equipment and special features of the classroom which only showed that teachers were aware that equipment and features of the classroom were important in facilitating the phonological awareness leading the improvement of pupils' reading skills. In terms of teaching reading in class, the pupils rated "very great extent". This implied that teachers showed their best teaching performance and used different techniques during the teaching of reading to their pupils. In terms of teacher-pupil relationship the pupils rated "very great extent" which confirmed that teachers showed good rapport to their pupils for them to get the attention and encourage them to improve their reading skills. Pupils rated "very great extent" in teacher-parent relationship. Teachers and parents showed open communication when it comes to the reading readiness and reading performance of the pupils.

DISCUSSIONS

School administrators should provide in-service trainings with regards to reading readiness. Teachers should make other reading-related materials for teaching sounds and letters. They must relay to parents the needed information in teaching reading to let them assist and guide their children at home. School administrators and teachers should develop reading programs such as remedial teaching and tutorial and implementation of the proposed reading intervention program is recommended to enhance the reading readiness of pupils.

KEYWORDS: reading readiness, equipment, teacher-pupil relationship, teacher-parent relationship

SUBMISSION ID: R04A-BATANP-1896

**Enhancing the Reading Skills of Grade 12 Students through Newsela
Reading Mobile Application**

Jenny De Leon, Integrated School Of Lawa

Abstract

INTRODUCTION

Reading comprehension is now the basic need of a citizen to live and to act successfully in his professional and academic contexts. It is even viewed to be the core language skill to build the development of all other language skills and sub-skills such as listening, speaking, writing, vocabulary and grammar. For centuries, limited access to text has been a barrier to literacy. Reading requires books, without them literacy remains out of reach. Today, however, this barrier is receding thanks to the spread of inexpensive mobile technology. Basic mobile phones offer a new, affordable and easy-to use portal to reading material. Thus, the main objective of this study was to determine the effectiveness of Newsela reading mobile application over Directed Reading Thinking Activity (DRTA) in enhancing the reading skills of Grade 12 students of Integrated School of Lawa.

METHODS

Quasi-experimental design was utilized in this study. Twenty (20) students were considered in the group exposed to DRTA who had counterparts oi the group exposed to Newsela on the basis of their pre-test scores for a total of forty (40) match-paired students. Readings and questions used for the pre and post-test were taken from Testing Reading Power IV while thirty-eight (38) articles were taken from Newsela as formative tests.

RESULTS

The mean difference of 9.45 proved that experimental group performed better in the post-test as compared to the comparison group. It was supported by the large effect size of 1.72, thus the significant difference between the post-test results of the two groups of respondents. The result also proved that the Newsela Reading Mobile Application is effective in enhancing the reading skills of the respondents.

DISCUSSIONS

Based on the results, there is a need for the Administration to consider the improvement of their facilities, internet connections and budget for some reading mobile applications because they are not for free. Such action will intensify the 21st century skills of the learners through the use of reading mobile applications by motivating and reinforcing the teachers to make use of these applications.

KEYWORDS: reading skills, comprehension, mobile application, Newsela, DRTA

Enhancing the Remedial Reading Program of Grade 2 Pupils in Sambal Elementary School

Janneth Almacen

Abstract

INTRODUCTION

Reading is the most potent tool to achieve total learning. It is the process in which the learners can transform texts into a meaningful whole. The important role of reading in the total development of the pupils should not be taken for granted. It is the responsibility of the three parties to work collaboratively to enrich reading skills--the school, the teachers and the parents. Knowing how important reading to other aspects of learning is, the researcher was convinced to conduct this study. This aimed to enhance the remedial reading program of Grade II pupils in Sambal Elementary School. Specifically, it sought to answer the following questions: (1)What is the performance of the Grade II pupils in the Oral Reading Test?; (2) What is the status of the existing remedial reading program of Grade II pupils?; and (3) What intervention activities may be proposed to enhance the remedial reading program of the Grade II pupils.

METHODS

The descriptive method of research was employed in the study. The bulk of participants involved in the study were 70 pupils, two (2) teachers in Grade Two (2), the administrator, and 70 parents. The data needed in the inquiry were taken from the results of the School Reading Profile (Oral Reading Pretest), the evaluation of the teachers on the actual performance of the pupils during remedial reading and the self-made questionnaire conducted among the respondents.

RESULTS

The school remedial reading program has the noble objectives of improving the over-all status of all the reading activities. Administrator, teachers, pupils and parents are responsible in order to have an effective remedial reading program. The school has employed various reading interventions that answered the needs of the learners to improve their reading capabilities.

DISCUSSIONS

The school reading program, based on the assessment and findings revealed, should have strengthened and restricted the existing program to meet the prioritized needs of the pupils.
Teachers should have devised more meaningful teaching reading strategies and reading activities. Reading climate in the classroom should be improved. Pupils should be exposed in various reading activities to enhance their reading interests.

KEYWORDS: remedial reading, restricted, enhancing, reading strategies

SUBMISSION ID: R04A-BATANP-0623

**Enhancing the Science Process Skills and Related Attitudes of Grade 7
Students using Inquiry-Based Learning**

Franz Kevin Manalo, San Pablo City Science High School

Abstract

INTRODUCTION
The thrust of the K to 12 Basic Education Program is to produce lifelong learners who manifest scientific literacy and skills. The acquisition of science process skills is one of the prime objectives in the science curriculum used to develop students' creativity and critical thinking. As stipulated in the Republic Act 10533, the students' learning experience should be made meaningful and relevant using appropriate pedagogical approaches that adheres to the standards and principles of basic education curriculum. Thus, this study was conducted to determine the effect of inquiry-based learning as a pedagogical approach on the science process skills of Grade 7 students. Furthermore, it aimed to describe the students' related attitudes and determine its relationship to their test scores.

METHODS
The study made use of the descriptive and one group pretest-posttest research design. A standardized test called Test of Science- Related Attitudes (TOSRA) by B. Fraser was administered to describe the related attitudes of the students. Likewise, a validated science process skills test was given to the participants. Pretest and posttest score differences were obtained. This study was conducted from August to September 2017 at San Pablo City Science High School. 105 Grade Seven (7) students were the participants of the study.

RESULTS
Results showed that students exhibited positive attitudinal scores in their related attitudes in science including attitude to scientific inquiry, adoption of scientific attitude and enjoyment of science lessons. Consequently, results revealed that there is a significant difference between the pretest and posttest scores of the students in the science process skills test. Also, the students' related attitudes are significantly correlated to their test score differences. This implied that as the attitudinal scores increase, performance in science process skills tends to increase too.

DISCUSSIONS
The use of inquiry-based learning in science class improved the performance of the students in process skills tests. Their related attitudes towards science were also enhanced. Accordingly, inquiry-based learning is a way of acquiring information by investigation which focuses on student-constructed information. It is the cornerstone of good science learning which engages the students in the study and investigation of the nature of science. This involves activity, attitude and skills focused on the active search for knowledge and understanding to satisfy curiosity.

KEYWORDS: Inquiry-based learning, science process skills, related attitudes

Enhancing the Science Vocabulary of Grade 9 Students of Bagbag National High School through Frayer Model Approach

Rosalina Sacapano

Abstract

INTRODUCTION
Meeting the highest goal of science, educators want what is expected to be the outcome of the goal of teaching. Educational institution includes teachers who have a great responsibility in assisting and attending to the needs of the learners whether they are slow or fast. In a classroom setting, teachers usually encounter some problems, like limited vocabulary of students, hindering the understanding of basic science concepts.

METHODS
The researcher of this study decided to use Frayer Model Approach to enhance science vocabulary of selected grade nine (9) students of Bagbag National High School. This was done during the third quarter, before new topics or competencies were presented. The study made use of the experimental method of research where the participants were randomly selected. Pre-test Post-test control group design was also used. The whole study focused on the competencies of the 3rd quarter.

RESULTS
After the intervention was done, the researcher found that the experimental group actively participated during class discussion. Participation on activity was also high. This brought an improved result on the performance of selected grade nine students considering that Pre- test results proved the homogeneity of the participants. Thus, the researcher of this study concluded that Frayer Model Approach improved the performance of the students.

DISCUSSIONS
The result showed effective learning can be achieved if the students had a wide vocabulary; this brought active participation during class hours. Comprehension of science concepts was easy for they were guided on the correct definition of the word/words given by the teacher. Learning was a good experience for no one was left behind just because they do not know the words. Thus, the researcher of this study concluded that Frayer Model Approach effectively increased the academic achievement of selected grade nine students of Bagbag National High School.

KEYWORDS: Frayer Model Approached

Enhancing the Skills in Mathematical Operation on Integers of Grade 7 Students Using Strategic Intervention Materials

Leoncia Rodriguez, Bilaran National High School

Abstract

INTRODUCTION
This study aimed to determine the effectiveness of Strategic Intervention Materials (SIM) as an instructional material to enhance the mathematical skills of Grade 7 students in operation on integers in Bilaran National High School, academic year 2017-2018. The respondents of the study were thirty (30) grade 7 students of Bilaran National High School who got low scores in their First Quarterly Examination.

METHODS
This study used a quasi-experimental type of research and action research design. The quasi was used to determine the effectiveness of Strategic Intervention Materials in students' skills in mathematical operation on integers. This method was also used to identify the level of performance in the Pre/Post-test formative assessment in operation on integers, and students' evaluation, in using Strategic Intervention Materials as a tool in the operation on integers. The action research design was used for identifying appropriate actions for students needing intervention.

RESULTS
It was found that before the students were exposed to Strategic Intervention Materials (SIM) their competency levels on the least mastered skills were very low. It was also revealed that their proficiency levels were also very poor based on the results of a pre-assessment test. But after exposure to Strategic Intervention Material, they achieved a very high performance.

DISCUSSIONS
The result of this study showed that the use of Strategic Intervention Materials (SIM) in operation on integers was effective in terms of problems presented in the SIM. The positive result of the survey revealed that the Strategic Intervention Materials (SIM) in Operation on Integers was appreciated by the learners and is very effective in enhancing the skills on mathematical operation on integers of Grade 7 students.

KEYWORDS: Integers, and Strategic Intervention Materials

Enhancing the Spelling Skills of Grade Five Pupils through DREP (Drill, Reading and Everyday Practice) at Paaralang Elementarya ng Mabunga

Rolando Marasigan, Raquel G. Asi, & Emilda D. Laylo

Abstract

INTRODUCTION

One of the most useful lifelong skills is to learn how to spell words. It builds the basic foundation that all children will need throughout their education and life in general. Writing and reading are the basic skills which requires learning how to spell. These skills support children in achieving good results and progressing through various grades. Moreover, being good at spelling may have an impact on the future careers of students.

In today's situation in the classroom, learners find difficulty in spelling. Therefore, other basic skills regarding literacy are affected. There might be influences that weakens such skills. Having good spelling skills is just as important as good reading skills. This study focused on the spelling skills of the pupils.

METHODS

This was a descriptive research which aimed to enhance the spelling skills of identified pupils of Paaralang Elementarya ng Mabunga. The researchers used a teacher-made test validated by the school head and teachers in conducting a pretest to identify the spelling skills of grade five pupils. They also conducted an interview on the factors encountered by the pupils in spelling words through a questionnaire that was also validated by the school head and teachers of the same school.

RESULTS

Based on the result of the study, it showed that the Grade 5 pupils of Paaralang Elementarya ng Mabunga have low performance in terms of spelling English words. It was alarming since the skills in spelling plays a vital role in promoting literacy among young learners. The researcher made an action plan to improve the spelling skills of Grade 5 Pupils of Paaralang Elementarya ng Mabunga. Learners commonly experienced spelling difficulties such as inability to spell words correctly. To find out the factors that affect the spelling difficulties of pupils in spelling English words, a questionnaire was administered.

DISCUSSIONS

It was found that the most common factors affecting the spelling difficulty of grade 5 pupils were availability of materials, attendance of pupils and appropriateness of words provided in spelling. The developed action plan for the enhanced activities for improving spelling skills through DREP provides an opportunity to learn spelling skills. For a student to develop a high degree of ability in spelling, he/she should possess a fondness of drill, reading and everyday practice. For these qualities to be more effective, a child should always be guided not only by his/her teachers but also by his/her parents.

KEYWORDS: Spelling Skills, Enhancement Activities, Reading, Practice

SUBMISSION ID: R04A-BATANP-1758

Enhancing the Students' Numeracy Skills through Strategic Intervention Materials on Mathematics

Angel Salvador B. Laysico, Longos National High School, Department of Education - Malabon City

Abstract

INTRODUCTION

Mathematics educators regularly develop programs and innovations that target the enhancement of the students' numeracy skills. Based on previous studies, it was found that Junior High School students have difficulties in coping up with more complex Mathematics due to poor basic computation skills on integers. In this study, the researcher developed a strategic intervention material (SIM on Integers) that sought to enhance the skills and academic performance of the students in Mathematics.

METHODS

A Quasi-Experimental research design was used in this study. The subjects of this study were 201 Grade 9 students, identified through purposive sampling. The respondents took a pre-test before they underwent instructional intervention. Afterwards, the respondents were given a post-test after the whole instructional intervention was administered.

RESULTS

After the intervention was employed, it was found out that there was a significant difference between the pre-test and post-test scores of the respondents. This implied that the SIM on Integers was deemed effective.

DISCUSSIONS

The results of the study established that there is a great need for a constant development of different strategic intervention materials in enhancing the skills and academic achievement of the students in Mathematics. One of these materials is a learning module like the SIM on Integers. Since the mastery of the basic concepts of integers is a pre-requisite in learning complex Mathematics, this learning tool guides students in their deeper understanding of the simpler concepts of integers and in turn prepare students in learning more complex ones. Thus, the profound gap in the field of Mathematics may be bridged and in turn may make learning Mathematics successful in many ways.

KEYWORDS: Mathematics, Strategic Intervention Materials, Numeracy Skills, Students, Interventions

Enhancing the Students' Performance in Science 10 Using Contextualized Worktext

Jenny Lyn Yumul, Department Of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

A new generation of learners involved themselves in the four corners of the classroom. They are technology-based learners in most distinct numbers nowadays. These learners are optimistic and confident in all the things they are engaged with. "This group of students technically improved themselves using the tip of their finger. This characteristic account the best way to increase financial worth state of capability (Beard et al 2007). As one of the builders of tomorrow, a teacher is also a learner adapting different strategies which will help in the greater foundation of the students. With this, teachers are encouraged to be creative enough to cater the challenging needs of today. In line with this, the researcher used a contextualized worktext that enhances the students' performance for School Year 2018 - 2019 as a helpful strategy to selected students of Camp Vicente Lim Integrated School.

METHODS

The study utilized the one group pre-test and post-test research design involving 44 students using purposive sampling. It was implemented in the first grading period of SY: 2018-2019. Contextualized worktext were from collaborative efforts of three Science teachers. T-test was used to find out the significant difference between the mean scores of the pre-test and post-test of the students who used the Contextualized Worktext.

RESULTS

Competencies on Plate Tectonics and The Earth's Interior was the topic covered in first grading period. The study disclosed that there is significant difference between the mean performance of the students in the pre-test and post-test. The developed and validated contextualized worktext in Grade 10 Science was in accordance with the needs of the learners as prescribed by the K to 12 Basic Education Curriculum.

DISCUSSIONS

The results showed that the contextualized worktext was very useful in the development of knowledge of the students. The validation results showed that the content, appearance and exercises on the contextualized worktext in Science 10 was very much assessable and achievable and it was necessary in the development of students' interest in Science.

KEYWORDS: Science, contextualized worktext

Enhancing Vocabulary through Contextual Clues of Grade 6 Pupils of Navotas Elementary School

Melba Alipustain, Navotas Elem. School

Abstract

INTRODUCTION
Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation (www.readingrockets.org). Learning to read is about listening and understanding as well as working out what is printed on the page. This helps learners build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

Reading is also a basic tool for learning in all learning areas, a skill that helps to understand not only the literal and visual presentation in daily lessons but also the words and ideas conveyed in any of the reading materials. If the child is enriched in vocabulary, he/she is able to link in newly acquired knowledge from reading materials, then definitely they learn and will perform well in academics.

On the other hand, if the learner has a limited vocabulary since early school years, this may deprive him/her of the good opportunity to comprehend and interpret the lessons in all subjects, which may cause poor academic performance. This can result for him/her to lose his/her eagerness to study.

METHODS
The teacher researcher used the Oral Reading result in Pre-Test and Mid-Year Test which served as indicator of the increase in the performance in vocabulary skills of 31 pupils in Grade VI through the use of contextual clues. Based on the Pretest result, only 2 of the respondents fall under Very Good category or the Dependent category. In the Mid-Year Test, the researcher used contextual clues method to enrich the deficient vocabulary among the respondents. The Mid-Year test was conducted after the utilization of the varied activities in contextual clues in order to highlight the development in Vocabulary skills.

RESULTS
After conducting Pretest in Oral Reading to the pupil-respondent, the following problems arises such as inadequate or limited vocabulary, inability to define words in reading materials that were not common to them, and inability to explain and interpret ideas in the teacher's daily lessons and in reading materials.

Because of this result, the researcher, as English Teacher, gave more time and activities in Vocabulary Development specifically in context clues.

DISCUSSIONS
The different activities done by the researcher were used as intervention materials in Enhancing or developing Reading comprehension. It has been proven to be effective as shown by the increase of pupils that fall in Very Good or Independent level. It showed that vocabulary skills of the pupils improved after using varied activities in contextual clues.

KEYWORDS: contextual clues, vocabulary skills

SUBMISSION ID: R04A-BATANP-0921

Enhancing Word Recognition in English of Tagongon Elementary School Grade II Pupils Using Parents' Assistance in Improving Reading (PAIR) Program

Sweden Mangin, Department of Education

Abstract

INTRODUCTION

Studies show that poor reading comprehension affects the academic performance of the pupils. Hence, parents play a vital role in improving the reading comprehension skills of their children. They are the best link to follow-up the reading practices and reading habits of their children at home. In this study, the researcher introduced varied activities to encourage and motivate parents to do their duties in helping their children to enhance the reading skills.

METHODS

The descriptive method was used in this study by doing observations, conducting interviews and reading tests. It attempted to determine the level of Reading comprehension of grade II pupils in word recognition. This method concerned itself with determining the level in word recognition of grade II pupils which can be used as a basis for implementing the Parents' Assistance in Improving Reading (PAIR) in Tagongon Elementary School.

RESULTS

Results showed that the low level of reading resulted to the low-level achievement of pupils in different subject areas. Parents' assistance played a vital role in improving the children's level of reading. They were the controlling factors that affected the reading and comprehension level of children.

DISCUSSIONS

On the basis of the findings, the level of reading skill in word recognition of the grade 2 pupils were enhanced as the parents actively played their role as helper of the reading activities of their children at home. If the parents could not fulfill their duty as agent of their children's learning capabilities, there will be a poor outcome for their academic performance in school.

KEYWORDS: assistance, enhancement, word recognition

SUBMISSION ID: R013-SURSUR-0042

Enhancing Word Recognition Skills of Grade 1 Pupils

Karen Rubiales, Department of Education

Abstract

INTRODUCTION
Word recognition skill of pupils is surfacing as one of the most challenging problem for a teacher today. It is posing a problem requiring the serious concern of the educators and the education researchers. Low or poor level of word recognition leads to serious conditions of indiscipline causing damage to the conductive climate for learning. Though teachers are provided with inputs on the best fit managing strategies to strengthen the level of word recognition skills of the pupils, they are not provided with any specific technique to suit in handling how to enhance the word recognition skills of the pupils. The teachers, therefore, are required to plan in detail, creating strategies of management in order to develop the word recognition skills of the pupils and to have a productive learning environment. The present investigation intends to investigate the 20% of Grade One pupils in Gregorio A. Herradura Elementary school who have difficulties in word recognition.

METHODS
The researcher used the descriptive method to answer the problem and obtain objectives put forward on this paper. The population of the study is the eighth grade one pupils of Gregorio A. Herradura Elementary school who have difficulties in words recognition. The data gathering instrument used were the questionnaire checklist, Pre-Test to identify the pupils with lack of word recognition skills, and Pre-Test to assess the level of word recognition skills of the pupils.

RESULTS
On analysis of the data collected, the present study attempted to ascertain the level of word recognition skills among grade one pupils with the use of different multi-media as instructional devices. It revealed that four (4) or 50% out of eight (8) pupils were unable to read one syllable word, one (1) or 12.5% was unable to follow the CVC pattern, two (2) or 25% were unable to decode words, and one (1) or 12.5% was unable to pronounce the word. After using multi-media as instructional devices to increase the level of word recognition skills of grade one pupils, it showed that six (6) or 75% out of eight (8) were able to read a one syllable word and two (2) or 25% out of eight (8) were still unable to decode words.

DISCUSSIONS
The present study has focused on the level of pupils' word recognition skills with the use of varied multimedia devices as tools. This was found to provide a comprehensive understanding of the crucial influences between using multimedia as a tool in enhancing the word recognition skills of the pupils and in bringing about academic and holistic education.

KEYWORDS: Word Recognition, Comprehension, Skills

SUBMISSION ID: R04A-LAGUNA-0181

**Enhancing Word Recognition Skills of Grade 3 Pupils through
Supplementary Oral Reading Activities at Padre Imo Luna Memorial
Elementary School**

Elma Pagulayan, Felina Villanueva, & Rowena Villanueva, Department of
Education - San Jose

Abstract

INTRODUCTION
Reading is a key to a school's success. The principles of individual differences are also reflected in one's own ability to read. There are different kinds of readers categorized as good, average, and struggling readers. Researchers have made considerable progress in understanding all types of reading disabilities. A student's ability to read is central to their academic success. Word recognition is a student's ability to see and understand a word quickly without sounding it out. This study suggests various oral reading activities to be utilized in enhancing word recognition skills of Grade Three pupils of Padre Imo Luna MES.

METHODS
The researchers used the descriptive method to seek the artifacts in relations to the conduct of the study. It investigated participants' level of reading through identifying their needs to enhance their reading ability. The research was conducted at Padre imo Luna MES. The participants of the study were the Grade Three Mulawin pupils during the school year 2017-2018. To enhance the word recognition skills among Grade Three Mulawin, the researchers used various tools and methods. The researchers conducted a PHIL-IRI Test in English among grade three pupils.

RESULTS
As a result of this study, it was found that pupils out of 35 cannot pronounce the words in the story correctly. They had difficulty in pronouncing the words correctly. Repetition was also a problem wherein they repeatedly read some of the words in the story. It was found out that the causes of the word recognition deficiencies were lack of enough and suitable reading materials for the pupils use, poor study habits of the pupils, lack of pupils' exposure to reading, paying no attention to content and parents' indifferences. The different miscues encountered by the Grade Three pupils were mispronunciation, substitution, refusal to pronounce, insertion, repetition and reversal.

DISCUSSIONS
Pupils improve their word recognition skills if: more supplementary reading materials and alternative textbooks are acquired, study habits of pupils will be developed, diagnostic reading tests are administered--the aim of which is to know where each pupil belongs--, remedial and corrective reading will be given. Pupils will develop love for reading and parents are cooperative.
Supplementary materials are vital as it enhance creativity, excitement, class instruction, encourage situational English, enhance language skills and communication skills, overcome fear, leads to group and teamwork, and tasks can be challenging.

KEYWORDS: word recognition skills, supplement, oral reading skills

SUBMISSION ID: R04A-BATANP-1998

Enriching Acquired Personal Values of Grade 10 Humility Students of Talipan National High SchoolThrough Project FHAVE (Friday Habit of Values Enrichment)

Jerica Japor, TRAQ

Abstract

INTRODUCTION
This classroom-based action research was designed to describe the extent of practices of the acquired personal values of Grade 10- Humility students of Talipan National High School through Project FHAVE.

METHODS
Descriptive method of research was utilized in this study where respondents were chosen purposively which included 42 Grade 10 students of Talipan National High School. Frequency count, weighted arithmetic mean, dependent t-test were employed to analyze the data gathered through a self-made survey questionnaire.

RESULTS
The study showed that there were personal values that the respondents agreed to acquire. It was also revealed that there was a significant improvement in the extent of practices of personal values after the implementation of Project FHAVE.

DISCUSSIONS
This study is limited to the practices exhibited by Grade 10-Humility students of Talipan National High School. It can be used, however, as a model to other classes as far as enrichment of values is concerned, since the modules which were the output of the study may offer help in this kind of endeavor.

KEYWORDS: values enrichment, values development, personal values, intervention program

Enriching English Reading Skills of Select Grade 2 Learners in Ticub Elementary School

Claredie Rosales, Cristeta Canlubo, Jennifer Adres, & Sinesa Endaya, Department of Education

Abstract

INTRODUCTION
Reading is one of the most fundamental skills a child needs to succeed in life. The importance of reading skills in a student's life is that it plays a major role in their academic achievement, because without reading skills no one can be successful. For studying, students should use different techniques because with these techniques they can ensure good outcomes. As everybody knows that every student has different skills, habit may be good or bad. It does not get affected by the changing of place or schedules. It is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations.

METHODS
Interview and survey method were used to enrich the English reading skills of selected grade two learners. Interview script questionnaires and check list were prepared to develop the order and serve as guide. Two (2) grade two learners of Ticub Elementary School were in the struggling level during the oral reading test.

RESULTS
Through this study, the respondents enriched their word recognition, reading level and comprehension skills. Therefore, if the students learn how to prioritize their workload, become flexible with adopting different skills in studying if their current ones are inefficient, and have overall joy when surpassing the challenges their new academic environments bring, learners will be able to take the most out of their learning without it taking the most out of them. Effective reading skills help students to achieve good results

DISCUSSIONS
The results appeared that through remedial reading, peer teaching and oral reading tests, they improved their English reading skills and they were able to understand what they have read.

KEYWORDS: relegated, word recognition, surpass

Enriching K-12 Science Teachers' Level of Pedagogical Content Knowledge (PCK) in History and Philosophy of Science: An Integration in Classroom Instruction

Loida Otico, BPAHS, Wins Marian C. Dela Cruz, ANCS, & Michelle D. Cueto, LNHS

Abstract

INTRODUCTION

The quality of science teachers is generally affected by their qualifications. One is pedagogical content knowledge which refers to the knowledge that the teachers develop over time, and through experience, about how to teach content in particular ways in order to lead to enhanced student understanding (Loughran et. al., 2012). In this study, the researchers conducted a seminar-workshop in order to increase the pedagogical content knowledge (PCK) of science teachers in the importance and benefits of integrating HPS in Science instruction.

METHODS

This study used the descriptive method design employing the use of quantitative data taken from the structured multiple-choice type of questionnaire. This method of research predicts the significant difference of the pretest and posttest scores to determine the effectiveness of the seminar-workshop. The topics in history and philosophy of science that were covered in the study are scientific induction and deduction, science and religion, norms and values of science, and lesson planning with integration of history and philosophy of science.

RESULTS

Seminar-workshop on the integration of HPS in teaching science enriched scientific pedagogical content knowledge of teachers as evident in the lesson plan prepared and presented by the participants. The level of pedagogical content knowledge of science teachers before and after the seminar workshop is 7.96 and 15.48 respectively, therefore there is an improvement in the PCK of science teachers before and after the seminar-workshop. The t-value and critical value are 11.338 and 2.015 respectively at 0.05 level of significance. Since the t-value is greater than the critical value, therefore, we reject the null hypothesis that there is no significant difference between the PCK of teachers before and after the seminar workshop.

DISCUSSIONS

Teachers improved their teaching prowess upon the completion of the seminar-workshop as evident on integration of the History and Philosophy of Science topics in instruction. The seminar-workshop is effective as shown by the significant difference of the pretest and posttest scores focusing on the pedagogical content knowledge. Based on the results, the researchers felt the need to sustain the passion of the teachers in integrating History and Philosophy of Science in instruction.

KEYWORDS: History and Philosophy, Level of Pedagogical Content Knowledge

**Enriching the Reading Program of the Grade 5 Pupils in Mahayahay
Elementary School**

Rovinita Lacsamana, Department of Education

Abstract

INTRODUCTION
The ability to read enables a person to satisfy both personal and functional needs and participate fully in contemporary society. It is a basic skill necessary for success in other areas of study and can lead to a lifetime pursuit of learning, critical thinking and enjoyment. The ability to read is a fundamental goal and a basic tool for education. Mahayahay Elementary School, Mahayahay, Lemery, Batangas is one of the schools in the country which experienced low reading performance specifically for Grade Five pupils. Knowing the impact of poor reading performance, the teachers are aware that the reading program to this effect must be strengthened, modified and redefined in order to meet the reading goals of the school. This study conducted aimed at finding effective ways of transforming the struggling readers into well- rounded readers.

METHODS
The descriptive method of research was employed in the study. Data were taken from pupils' records and through the questionnaire consisting of a checklist. The researcher also gathered supplemental information through interviews. The data gathered from all sources were tabulated, analyzed and interpreted using the most appropriate tools to seek the validity and reliability of all data gathered.

RESULTS
The following results were revealed in the study: 1. 34% of the Grade Five pupils are struggling readers. 2. Most of the respondents find word recognition as the most common difficulty that they encountered in reading and omission of words is the least among these difficulties. This could affect their performance in reading and their academic achievement and can be attributed to the existing school reading program. 3. Project 3Bs (Big Brother Big Sister) is the most preferred reading program by the respondents

DISCUSSIONS
Varied strategies and techniques should be employed and must be suited to the ability of the pupils. It can be noted also that pupils' performance signifies the need of intervention activities to become independent readers. Project 3Bs (Big Brother Big Sister) is the most preferred reading program by the respondents because it is more comfortable for them to ask the assistance of their peers rather than their teachers. It is easier for them to have peered tutoring during their leisure / free time and build a stronger relationship. The reading program being implemented in the school needs to be reformed, modified and restructured in order to meet the prioritized needs in reading development of the pupils.

KEYWORDS: well-rounded readers, intervention activities, strategies and techniques, independent reader

SUBMISSION ID: R04A-BATANP-0692

Enrichment Activities on the Level of Reading Comprehension of Grade 11 Students at Dagatan National High School-Senior High School (Gawaing Pangkalinangan sa Antas ng Pag-unawa sa Pagbasa

Maria Elena Braza, Department of Education

Abstract

INTRODUCTION

As life evolves, each and everyone needs capital which, if improved or enhanced, may serve as weapon to surpass future challenges--it is the unique brilliance of mankind. Everybody's success depends on his intellectuality which we may have through reading; one of the significant macro skills that must be taught and enriched.

In the process of teaching and learning, the key aspect of reading is to enrich the comprehension skill of the students. Comprehension and appropriate use of words are essential for students to communicate. While the acquisition of knowledge and understanding of the content of reading materials are expected to be part of teachers' roles. Too much to say, it goes on with the development of materials that may aid them.

This study aimed to develop enrichment activities on the level of reading comprehension and sought answers to identify the following: (1) very useful reading comprehension skill; (2) level of reading comprehension of the students relevant to different reading skills; (3) frequency of strategies that the teachers are using to uplift the level of reading comprehension; (5) weight of difficulty experienced by the teachers in enriching the said skills and (6) propose enrichment activities to be developed to help the students.

With the empirical data and consideration of the recommendation of previous study, the researcher was encouraged and saw the need to develop enrichment activities on the level of reading comprehension.

METHODS

The researcher used a descriptive design in gathering data while the questionnaire served as research instrument administered through purposive sampling to thirteen (13) Grade 11 teachers in Dagatan National High School-Senior High School.

RESULTS

The study results are: almost all of the reading comprehension skills are very useful. The students understand the reading comprehension skills while often the teachers do their roles in enriching the level of reading comprehension. The strategies used by the teachers are very effective, but the difficulty experienced in enriching the students' level of reading comprehension is on its peak.

DISCUSSIONS

Based on the results of the study, there is truly a need to develop enrichment activities to uplift the level of reading comprehension of the students. The researcher believed that it may not be as huge as others but still, may help.

KEYWORDS: enrichment activities, level of reading comprehension, reading and reading skills

SUBMISSION ID: R04A-BATANP-0955

**Enrichment Activity Materials in Teaching and Learning Statistics and
Probability for Grade 11 Students: It's Acceptability**

Imus Ramer P. Cerillo, Maria Luisa Candelaria, & Mark Julius Balagtas,
Department of Education - Imus

Abstract

INTRODUCTION
One of the factors is the lack of instructional materials to be used for teaching and learning mathematics. In our 21st century, learners must not be deprived of their right to an improved material that can be used in their everyday learning of mathematics.
These notions among learners about mathematics led to the conduct of this study to make an enrichment material in teaching and learning mathematics. It is deemed not only to use a material given by the support of our government but also timely to make an instructional material to improve their conceptual understanding about number sense, and arithmetic.

METHODS
The researchers used a descriptive survey design. This approach is appropriate wherever the object of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among these objects." (Good and Scates, 1972). A purposive sampling was used in this study. Purposive because only mathematics teachers and administrators were asked to participate to ensure a wide and in-depth assessment of the acceptability of the developed workbook for grade 11 statistics and probability.

RESULTS
The salient findings of the study are as follows:
1. On extent of utilization of Instructional Materials in Teaching statistics and probability for Grade 11 students
The extent of utilization of instructional materials in teaching statistics and probability for grade 11 as assessed by the school administrators and teachers has an overall weighted mean of 3.30 with a verbal interpretation which was fairly utilized.
2.. The supplementary statistics and probability workbook for Grade 11 was developed and served as supplementary material in teaching mathematics.
3.. Acceptability of a Proposed Supplementary Material
The respondents assessed the acceptability of the supplementary statistics and probability workbook for Grade 11 is acceptable with an overall computed mean of 4.21.

DISCUSSIONS
From the conclusions drawn, the following recommendations were forwarded:
1. The developed supplementary statistics and probability workbook for Grade 11 be tried out in other schools in the City of Imus to further evaluate its effectiveness.
2.. Encourage teachers and researchers in the division to integrate instructional materials in teaching to cut across subject areas in the K to 12 education curriculums.
3.. Recommend the enrichment activities for higher level of mathematics.

KEYWORDS: Enrichment, Material, Mathematics Education

SUBMISSION ID: R04A-IMUSC1-0051

Entrepreneurial Skill of Senior High School Student of ETTMNHS

John Benedict C. Perez, Joseph Lemuel C. Tolentino, & Department of
Education, ETTMNHS

Abstract

INTRODUCTION

One of the exits of the Department of Education's K-12 program is for students to pursue entrepreneurship. Although entrepreneurship is an applied subject taken by all students, limited studies on the entrepreneurial skills of Filipino learners are available. The main purpose of the study is to determine the entrepreneurial skills level of Senior High School students of ETTMNHS. The implementation of K-12 might influence the students' perspectives in life for they were easily engaged in a focused program of their preference to be an expert in their chosen line.

METHODS

This quantitative descriptive research involved identified respondents already handling a business, whether owned or under a corporation. A validated questionnaire on entrepreneurial skills was used for data collection.

RESULTS

Demographics revealed that there are more female than male entrepreneurs among SHS students of ETTMNHS. They show a high level of communicational skill, an important entrepreneurial skill. Moreover, the student entrepreneurs were observed to show personal and managerial skills. On the other hand, they got the lowest score on technical skill when compared to the other vital skills.

DISCUSSIONS

The senior high school student-entrepreneurs who participated in this research study were perceived to have high entrepreneurial skill level. The significant difference between the number of male and female entrepreneurs imply the importance on strengthening the awareness of males in conducting entrepreneurship. In addition, entrepreneurship teachers must take into account interventions on enhancing technical skills among their students in order to produce successful entrepreneurs in the future.

KEYWORDS: Entrepreneurship, Skill, Level

SUBMISSION ID: R04A-CAVITP-1113

Environmental Awareness: Basis for the Intensified School Waste Management Program of Batangas City East Elementary School

Francisco Perez, Department of Education

Abstract

INTRODUCTION

Waste is the result of human activities and everyone needs to have a proper understanding of waste management issues. Without which, success of even the best conceived waste management plan becomes questionable. The aim of this research is to identify the awareness of pupils, parents, and faculties in promoting proper waste disposal for a waste free school environment.

METHODS

This research is quantitative in method and descriptive in design. This study will portray the characteristic of a particular situation like that of Environmental awareness, with some initial hypothesis on the nature of these characteristics; to determine the frequency with which something occurs, or the frequency with which something is associated with observable ideas with the specific initial hypothesis. In selecting the respondents of the study, random sampling was implemented where in each member of the population has an equal chance of being selected as a sample.

RESULTS

The overall result shows that majority of the respondents are quite aware on how to dispose their waste properly. Based on an informal interview and the result of the study, the researcher concluded that a garbage-free school community is a very good place to stay in. Collecting garbage around school community and disposing them properly is our responsibility as a human being because a garbage-free school will attract not only visitors but other schools as well to implement rigid proper waste management. Therefore, we should encourage and permit pupils to have an active participation in an intensive environmental awareness because each individual is in-charge in waste reduction management for a waste-free school and community. Willingness to collect plastic bottles and containers for recycling purposes implemented in the school is a positive approach to environmental awareness. Recycling helps preserve the environment while saving money and supports our economy.

DISCUSSIONS

Through the result of the study, the researcher recommends an action plan that will intensify the school waste management program and to conduct further study that will be strengthening the school waste management program of the Batangas City East Elementary School.

KEYWORDS: environmental awareness, waste management program

SUBMISSION ID: R04A-BATANC-0431

Environmental Concerns of Grade 5 Pupils of Nasugbu West Central School, Nasugbu, Batangas

Cristopher Catimbang

Abstract

INTRODUCTION
Parenting is not an easy task and a never-ending job so parents should be knowledgeable enough on bringing up their children because their parenting style can influence their children's performance, success and behavior. In order to adequately manage the problems of their children's behavior, parents themselves need to be aware of the disciplinary practices that they impose on their children. The disciplinary styles of parents greatly affect the total development of the children especially in their behavior. The researcher sought a study regarding the parenting of environmental concern of pupils of Nasugbu West Central school specifically the intermediate pupils and how they are environmentally aware.

METHODS
This study, which focused on the awareness, values and involvement towards environmental concerns will serve as the basis for intervention program, used the descriptive method of survey with the aid of a survey questionnaire on environmental study. The descriptive method for the investigator was used to gather information about present existing conditions. The respondents were chosen in intermediate level so as to asses even their attitude toward the environmental concern and awareness. After the retrieval of questionnaire, the data was tallied, interpreted and summarized.

RESULTS
It revealed that the respondents of the study very strongly agreed that environmental trust is incorporated in the vision/mission statement of the school with utmost emphasis on the aspect of the environmental protection and conservation they actively participated and were involved in. The school offers environmental activities such as an open space for mini forest, orchidarium, botanical gardens and the likes where the students can reflect and sustain their minds as to the appreciation of the environment. The school advocates a non-smoking campus as part of its environmental policy. Overall result showed that students very strongly agreed that they have concerns on their environment through protecting and conserving it.

DISCUSSIONS
Based on the results of the research study, the overall result showed that the student-respondents involved themselves in conserving the environment. Implementation of programs and projects that promote environmental concerns for the promotion of healthy environment not only in the vicinity of the school but also in their own barangays. Organization and activities play an important role to promote and establish the environmental concern of the pupils in Nasugbu West Central School.

KEYWORDS: parenting, knowledgeable, awareness, concern

SUBMISSION ID: R04A-BATANP-1818

**Environmental Disaster Vulnerability and Preparedness of Angono Rizal:
Implications to School Resilience**

Domingo Chavez Jr., Department of Education - Rizal

Abstract

INTRODUCTION

Environmental disaster is an occurrence in which a society or one of its subdivisions undergo physical destruction and social disruptions, such that all or some essential functions of the society or subdivision are impaired. The study purported to investigate the relationship of community vulnerabilities in terms of the presence of physical hazards and natural event risks, and disaster preparedness in terms of capacity building, climate literacy, life skills development of the community and access to resources in Angono Rizal as basis for crafting a DRRM program.

METHODS

The study employed descriptive-correlational method. Data were gathered using questionnaires, unstructured interview and documentary analysis. Treatment of data used frequency count, ranking, weighted mean, and Pearson's Product-Moment Correlation.

RESULTS

The study revealed that Angono was regularly hit by typhoons and earthquakes and the existence of Laguna Lake and the low-lying areas near silted river allow flash floods. Residents' economic lifeblood was hinged on agriculture and fishery, commercial and manufacturing. Angono has limited manpower and equipment to address natural disaster. Level of vulnerability, for presence of physical hazards and for natural event risks, are high. Seven out of eight items of preparedness were perceived to be strengths, namely: capacity building through DRRM training, capacity building through DRRM education, life skills development on school disaster risk management, access to resources in early warning sign, resources in information and communication facilities; Results also show that preparedness of the town is moderate in terms of climate literacy. The community vulnerability in terms of physical hazards and natural event risks were significantly related to the disaster preparedness of the community.

DISCUSSIONS

Angono is a disaster-prone area due to its location, presence of hazards and limited resources such as manpower and equipment to address natural disaster. Level of preparedness of the respondents was high in all aspects except in climate literacy which was in moderate level of preparedness. SCROLL: School-Community Contingency and Readiness towards Operational Leadership of Learners, was crafted aiming to foster school-government-community partnership in strengthening resilience in the municipality of Angono against natural disasters; strengthening the adaptation of a holistic, comprehensive, and proactive disaster risk reduction and management approach.

KEYWORDS: environmental disaster, vulnerability, preparedness, school resilience, DRRM

SUBMISSION ID: R04A-RIZALP-0401

Environmental Programs for School Readiness

Paolo Brequillo, BIOTA

Abstract

INTRODUCTION
In lieu of the pressing global concerns and issues on the environment, the Department of Education (Department of Education) urges all public and private schools to lead the role on environmental awareness by enhancing environmental education and by pursuing effective school-based activities that seek to preserve and protect the environment.

METHODS
The subject of this study composed of 30 Grade 10 learners of Buenavista Integrated National High School for School Year 2018-2019.
The study used Segui's IEES Theory (Inform, Educate, Engage and Save) which values the importance for an individual to give his/her maximum participation in the different programs relevant to environmental protection. The instrument used was Likert-Type Checklist to measure all its indicators.

RESULTS
The school had successfully implemented a number of environmental education programs that assisted in policy and framework documents to guide the school. The challenge remains on how to strengthen the implementation of the environmental education programs in the school as well as involving and engaging local government.

DISCUSSIONS
The respondents of the study have observed the following environmental programs that are implemented in their respective school namely earthquake drill, clean up drives and school gardening. Deworming activity has been highly implemented in school followed by clean up drives and school gardening. Deworming has had a great impact on the improvement of nutritional status of each student. Regular deworming contributes to good health and nutrition for children of school age, which in turn leads to increased enrolment and attendance, reduced class repetition, and increased educational attainment. (WHO,2010). The respondents believed that the environmental programs being implemented are beneficial due to the following reasons: it serves as a venue for the schools to have contact with government and non-government organizations for the purpose of helping the students and improving the conditions of the schools; develop the proper attitudes and values in regards to environmental issues and inspire people in the school to make researches that can be used as basis in making decisions.

KEYWORDS: Environmental Programs, Implementation, School Readiness, School Action Plan

SUBMISSION ID: R04A-LAGUNA-0242

Epektibong Kagamitan sa Paglinang ng Antas ng Pang-unawa sa Pagbasa ng mga Mag-aaral sa Ikasiyam na Baitang ng Dr. Maria D. Pastrana National High School

Maria Fajardo, DMDPNHS

Abstract

INTRODUCTION

Bumabasa ang mga tao sa iba't ibang dahilan. May nagbabasa upang matuto, kinasanayan, magkaroon ng sariling karunungan, mabatid ang mga pangyayari sa kanilang paligid at dahil itinakdang gawin sa mga mag-aaral ng kanilang guro. Sa kabila ng pagsisikap ng mga guro sa Filipino na maturuan ang mga mag-aaral ng pagbasa ay mayroon pa ring mga mag-aaral na hindi mataas ang antas ng pang-unawa at ito ay mismong problemang nararanasan ng mananaliksik sa silid-aralan. Dahil sa sariling karanasan at kalagayang nabanggit, ninais ng mananaliksik na tukuyin ang epektibong kagamitan sa paglinang ng antas ng pang-unawa ng mga mag-aaral sa pagbasa na magsisilbing katuwang ng guro sa kanyang pagtuturo at pagpapabasa.

METHODS

Disenyong paglalarawan ang ginamit ng mananaliksik na ginamitan ng talatanungan. Ang naging kalahok ay ang mga mag-aaral sa Ikasiyam na Baitang na nagmula sa pitong seksiyon na may bilang na 35 at may kabuuang 245. Ang mga datos ay kinalap sa pamamagitan ng ginawang pagsusulit batay sa pagpapabasa gamit ang powerpoint at hand-awt, at nilapatan ng estadistika.

RESULTS

Ang antas ng pang-unawa sa pagbasa gamit ang powerpoint ay ipinapakitang nasa 48.16% ang nasa literal na pang-unawa, 35.51% ang nasa inferential, at 16.33% naman ang nasa kritikal na pang-unawa sa pagbasa. Kaya ang antas ng pang-unawa gamit ang power point ay nasa antas ng literal. Samantalang sa pagbasa gamit ang hand-awt ay nagpapakitang nasa 38.37% ang nasa literal na pang-unawa, 42.86% ang nasa inferential, at 18.77% naman ang nasa kritikal na pang-unawa sa pagbasa. Kaya ang antas pang-unawa sa pagbasa gamit ang hand-awt ay nasa Inferential. Ang komparatibong resulta ng epektibong kagamitan sa paglinang ng pang-unawa sa pagbasa, batay sa paggamit ng Hand-awt, 44.34% ang nasa literal na pang-unawa, 54.69% ang nasa inferential, at 53.49% ang nasa kritikal na pang-unawa na may kabuuang 50.84%. Samantalang ang paggamit ng Power point sa pagbasa ay may 55.66% ang nasa literal na pang-unawa, 45.31% ang nasa inferential, at 46.51% ang nasa kritikal na pang-unawa na may kabuuang 49.16%, kung kaya ang epektibong kagamitan sa paglinang ng pang-unawa sa pagbasa ay ang hand-awt.

DISCUSSIONS

Ang paggamit ng hand-awt ay nakakatulong sa paglinang ng antas ng pang-unawa sa pagbasa ng mga mag-aaral. Nakatulong ito upang madali nilang maunawaan, at balik-balikan ang binabasa. Magkakaroon ng mas mataas na pang-unawa ang mga mag-aaral gamit ang hand-awts sa pagbasa. Gayundin, mapapaunlad ang sarili sa pagbasa at magkakaroon ng interes sa mga babasahing akda.

KEYWORDS: epektibo, kagamitan, paglinang sa antas ng pang-unawa sa pagbasa.

SUBMISSION ID: R04A-QUEZON-0133

Epekto ng Multimedia sa Pagtuturo at Pagkatuto sa Asignaturang Filipino ng mga Piling Mag-aaral sa Ikawalong Baitang ng Inosloban Marawoy Integrated National High School

Aileen Samson, Teacher III

Abstract

INTRODUCTION

Ang pananaliksik na ito na pinamagatang Epekto ng Multimedia sa Pagtuturo at Pagkatuto sa Asignaturang Filipino ng mga Piling Mag-aaral sa Ikawalong Baitang ay binigyang pansin ng mananaliksik upang higit na matiyak kung gaano nga ba kaepektibo ang paggamit ng Multimedia sa pangkasalukuyang pagtuturo ng guro at pagkatuto ng mga mag-aaral sa asignaturang Filipino sa mga piling mag- aaral na nasa ikawalong baiting--kung saan lubos na mauunawaan ang kahalagahan nito sa nagbabagong anyo ng pag-aaral sa kasalukuyan.

METHODS

Minabuti ng mananaliksik na gamitin ang deskriptibo at analitik na pamamaraan kung saan isinagawa ang pag-aaral na ito sa pamamagitan ng sarbey na talatanungan. Ang mga napiling kalahok sa pag-aaral na ito ay ang mga piling mag-aaral na nasa Ikawalong Baitang na nabibilang sa pangkat Anahaw at Cloverleaf na mula sa Inosloban-Marawoy Integrated National High School.

RESULTS

Tunay na nakaambag ng malaking pagbabago sa larangan ng pag-aaral ng mga mag-aaral at pagtuturo ng mga guro sa kasalukuyan ang epektibong paggamit ng Multimedia sa pang-araw-araw na pag-aaral. Ito rin ay nagbibigay ng malawak na oportunidad para sa paglinang ng pagkatuto ng mga mag-aaral, dahil sa higit na nagiging bukas ang kanilang kaisipan sa makabagong kaalaman dulot ng teknolohiya.

DISCUSSIONS

Napatunayan ng mananaliksik na may malaking papel na ginagampanan ang paggamit ng Multimedia sa pagtuturo at pagkatuto ng mga mag-aaral mula sa Ikawalong Baitang sa asignaturang Filipino. Mahalagang makaangkop sa pangangailangan sa makabagong pamamaraan ng pagtuturo at pagkatuto ang mga mag-aaral upang higit nilang malinang ang kanilang mapanuring kaisipan / replektibo, kakayahang pangkomunikatibo at pag-unawa sa iba't ibang aralin upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig.

KEYWORDS: Epektibo, Pagkatuto, Pagtuturo, Multimedia, Estratehiya

SUBMISSION ID: R04A-LIPAC1-0150

Epekto ng Neolohismo sa Akademikong Pagganap

John Dexter Caron & Reymart Belgica

(Adviser: Luisa Himpisao)

Abstract

INTRODUCTION

Bilang tao, ang bawat isa ay may kakayahang makapag- isip at makapagbahagi ng kaniyang nararamdaman gamit ang wika. Sa kasalukuyang panahon, na moderno na ang henerasyon, nagiging normal na ang paggamit ng neolohismo. Ito ay tumutukoy sa makabagong termino, salita o parirala na maaring gamitin sa pangkaraniwang usapan, subalit hindi pa ganap na tanggap sa pang araw-araw na gamit ng wika. Ang pangunahing layunin ng mananaliksik ay malaman kung ang neolohismo sa pagtuturo at pagkatuto ay makakatulong sa akademikong pag-ganap sa mga mag-aaral ng Calamba Integrated School sa taong 2018-2019.

METHODS

Gumamit ang mananalliksik ng disenyong kwaliteytib na nauukol sa pagsusuring pandiskurso sa mga mag-aaral na pagtutuunan ng sapat na oras ng pag-aaral na ito upang makuha ang kinakailangang datos sa pananaliksik sa piling mag-aaral. Ginamitan ng pakikipanayam sa mga mag- aaral na madalas gumamit ng neolohismong salita sa Calamba Integrated School, at gumamit ang mananaliksik ng "quota sampling" upang malimitahan ang dami ng bilang ng mag-aaral na magsisilbing kalahok na kung saan tatlumpung mag aaral sa iba't ibang strand ng Senior high School ang sumagot sa interbiyu. Ang interbiyu ay binubuo ng tatlong tanong na tungkol sa neolohismo, upang makakalap ng mga impormasyon, maging organisado at malaman ang iba't ibang klase/uri at pamamaraan sa paggamit ng neolohismo. Ang ginamit na metodolohiya ay akma sa pag-aaral ng mananaliksik upang makuha ang mga kinakailangang datos, at mga uri ng mga salitang neolohismo na ginagamit ng mga mag-aaral at mga guro sa pagtuturo at pagkatuto na makatutulong sa akademikong pag-ganap.

RESULTS

Ang lumabas na resulta sa panayam na isinagawa ukol sa kaugnayan ng neolohismo sa akademikong pag-ganap ay ang karamihan ng mga mag-aaral ay nagsasabi na lubos na nakakatulong ang salitang neolohismo sa pagtuturo at pagkatuto. Samantala, ang iba namang mag- aaral ay nagsasabi na hindi sila pabor sa paggamit ng salitang neolohismo sa kadahilanang hindi sila pamilyar sa mga salitang ito at para sa kanila ay hindi kaaya-aya ang pagamit ng salitang neolohismo. Sa kabuuan ng pananaliksik, marami ang sang-ayon na may kaugnayan sa akademikong pag-ganap ng mga mag-aaral ang neolohismo.

DISCUSSIONS

Ang resulta ay naglalarawan na dapat gamitin ang neolohismo sa mga silid-aralan upang mas maging interesado at maraming matutunan ang mga mag-aaral, kahit may iba na hindi nais ang mga salitang neolohismo. Sa kabuuan. marami ang sang-ayon kaya malugod lamang na dapat tangapin ang paggamit ng mga salitang neolohismo sa pagtuturo at pagkatuto para sa ikalilinang ng akademikong pag-ganap ng mga mag-aaral.

KEYWORDS: Neolohismo, akademikong pagtanggap

Epekto ng Proyektong A4P's (Agapayan, Palakasin at Pagbutihin ang Pagbasa at Pag-Unawa) sa Antas ng Pagbasa ng mga Batang Nasa Baitang 2 at Baitang 3 ng Paaralang Elementary ng Tambo

Liza Calibara, Department of Education

Abstract

INTRODUCTION

Ang pagbabasa ay pagkilala at pagkuha ng mga ideya at mga kaisipan sa mga sagisag na nakalimbag upang mabigkas ng pasalita. Ito rin ay pag-unawa sa wika ng awtor sa pamamagitan ng mga nasusulat na simbolo. Ito ay isa ring paraan ng pagkilala, pagpapakahulugan at pagtataya ng mga simbolong nakalimbag.

Ang Paaralang Elemetarya ng Tambo na binubuo ng siyam na daan at dalawampu't walong (928) mga bata ay nataya sa pagkakaroon ng 34 na batang hindi nakababasa. 18 sa kanila ay mula sa Baitang 2 at 16 ay mula sa Baitang 3. Ito ay nangangahulugan na 15% sa Baitang 2 at 10 % sa Baitang 3 ang hindi nakababasa. Bukod pa dito, 37 bata mula sa Bailang 2 at 84 bata mula sa Baitang 3 ang nasa pagkabigong antas ng pagbasa. Ito ay mula sa resulta ng pagtataya ng Phil-IRI 2016 sa nasabing paaralan.

METHODS

Ang resulta ng paunang pagtataya at pangkatapusang pagtataya sa "Phil - IRI" ang pangunahing instrument sa pagkalap ng datos. Ang eksperimental na desenyo ng pananaliksik ang ginamit sa pag-aaral na ito. Sumailalim dito ang paggamit ng assessment tool, frequency count at pagkuha ng bahagdan.

RESULTS

Ang resulta, matapos ang anim (6) na buwan na pag -iimplementa ng Proyektong A4P's ay labingwalong (18) mga bata sa Baitang 2 at labing -anim (16) na mga bata sa Baitang 3 na hindi nakakabasa noong buwan ng Hulyo ay nagkaroon nang malaking kaunlaran sa kanilang pagbasa at pag-unawa. Dalawa (2) sa mga batang nasa Baitang 2 ang kasalukuyang nasa Instraksyunal na Antas, 14 ang nasa Kabiguan, at may nananatiling dalawang (2) bata ang hindi pa rin nakakabasa. Limang bata sa Baitang 3 ang kasalukuyang nasa Instraksyunal na Antas at 11 ang nasa Kabiguang Antas ng pagbasa.

DISCUSSIONS

Kapansinpansin sa resulta ng pag-aaral na lahat ng stratehiya ay nagpapakita ng lubos na makabuluhang relasyon ang antas ng pagbasa ng mga bata at ang estratehiyang kalendaryo ng pagbasa kung kaya nagkaroon ng desisyon na tanggihan ang "null hypothesis".

Ito ay kauganay sa pag-aaral na ginawa ni Sabado (2012) na nagpapahayag na ang follow-up sa bahay at remedial para sa mga apektadong mag-aaral ay nakakatulong upang maiangat ang kanilang marka. Ito ay isang patunay na ang pakikipagtulungan ng mga magulang sa mga guro upang mapabasa ang mga bata ay may lubos na makabuluhang relasyon sa pag-unlad ng antas ng pagbasa ng mga bata.

KEYWORDS: epekto, Proyektong A4P's, antas ng pagbasa

SUBMISSION ID: R04A-LIPAC1-0069

Epektong Dulot ng Pamumuno ng SSG sa Pananatili ng mga Mag-Aaral ng Pila Senior High School

Noriel Del Rosario, Pila Senior High School

Abstract

INTRODUCTION
Ang paghubog sa kamalayan ng bawat isa ay nagmumula sa kanyang personal na katangian. Ang mga taong magsisilbing tanglaw sa dilim na kinakaharap ng isang partikular na organisasyon; isang pangkat na makakatuwang ng mga mag-aaral tungo sa pagkamit ng magandang kinakabukasan. Ang Supreme Student Government (SSG) ang nagsisilbing mata at bibig ng bawat mag-aaral upang makamit ang anumang mithiin. Tungkulin nito na bigyang importansiya ang disiplina at pagkatao na ipinapakita ng bawat mag-aaral sa loob ng paaralan.
Isa sa suliraning kinahaharap ng paaralan ay ang palagiang pagliban ng mga mag-aaral na nagbubunga ng mababang kasanayan sa loob ng silid-aralan, na minsan pa ay nagdudulot ng pagtigil ng mag-aaral o pagkakamit ng mababang marka sa kanilang asignatura. Ang ganitong suliranin ay nadudulot ng mababang antas ng kasanayan ng isang paaralan, pagbaba ng achievement rate at pagdami ng dropped out rate.

METHODS
Ang pag-aaral na ito ay inihanda sa loob ng isang buwan na naglalayong sukatin at bigyang pansin ang pagbaba at pagtaas ng lumiliban sa paaralan. Ang pag-aaral na ito ay limitado lamang sa 50 mag-aaral, baitang 12 mula sa Pila Senior High School, Brgy. Pinagbayanan, Pila, Laguna.

RESULTS
Ang istatistikal na pamamaraan na ginamit sa pananaliksik ay weighted mean at standard deviation para sa pagsagot sa epekto ng pamumuno ng SSG sa pananatili ng mga mag-aaral sa paaralan at sa pagsusuri ng atendans.
1. Batay sa talahanayan 1, ito ay nagpapakita ng kabuuang mean na 3.86 at kabuuang SD na mayroong 1.06. Nangangahulugan na ang mag-aaral ay sumasangayon sa pamumuno ng SSG sa loob ng paaralan.
2. Pinapakita naman ng talahanayan 2, na may kabuuang mean na 3.96 at kabuuang S.D na 0.92. Nangangahulugan na ang mga mag-aaral ay sumasang-ayon sa mga talatanungang inihanda na sumasagot sa gawain at responsibilidad.

DISCUSSIONS
Ipinakita sa aksiyong pananaliksik na ito ang epektibong pamumuno ng SSG sa pananatili ng mga mag-aaral sa paaralan. Mula sa pagbaba ng liban ng mga mag-aaral ito ay isang magandang indikasiyon upang mapataas ang antas ng kasanayan ng mga mag-aaral sa paaralan. Masasabi din na malaki ang tungkulin ng SSG bilang kinatawan at tinig ng mga mag-aaral.

KEYWORDS: Pamumuno Katungkulan at Responsibilidad

SUBMISSION ID: R04A-LAGUNA-0150

**Equal Connections and Problem-Solving Skills of Grade 6 Pupils of Dibibi
Integrated School Involving Measurement of Volume of Solids**

Pete Ian A. Lagunilla, Dibibi Integrated School

Abstract

INTRODUCTION
Different philosophies in education emphasize the importance of putting real life situations from the abstract concepts being taught in school. Studies show that learners learn best if there is transfer of learning. The Department of Education provides textbooks, learning modules, internet access and the like to provide ample references to learners yet they find difficulty in understanding the lessons, specifically math problems. In this study, the researcher made use of an intervention to simplify and put meaning in problem solving into real life situation.

METHODS
A descriptive method was used. The data was gathered from the pre-post test result before and after implementing the intervention. The respondents were 44 Grade six pupils of Dibibi Integrated School for the School Year 2017-2018.

RESULTS
Based on the results of the study, there was an increase of above average from the pre-post test result. It revealed that there was a significant difference in the scores of respondents before and after the implementation of the intervention in teaching. The effect of "Equal Connection" as an intervention has a large effect. This connotes that the magnitude of difference in using "Equal Connection" made a large effect to the pupils' learning.

DISCUSSIONS
The results of the study show that "Equal Connections" intervention was effective. It provides evidence that the intervention made "Equal Connection" fits the learning needs in the classroom. Thus, intervention is essential in improving the problem-solving skills of Grade 6 pupils. This connotes that the magnitude of difference in using "Equal Connection" made a large effect to the pupils' learning. Therefore, it was recommended that Triadic Model can be used as Strategic Intervention Materials in teaching to help increase academic performance of students. Thus, making SIM can also be adopted to other disciplines in the curriculum.

KEYWORDS: Equal Connections, Triadic Model, problem solving skills

EQuaL4Educ, Entangled Quantum Leap for Education

Dolorosa De Castro, Department of Education

Abstract

INTRODUCTION

Reading is a vehicle in discovering the infinite boundary of knowledge; the wonders of God's creation and the possibility of unveiling new possibilities. It also enriches the creativity of an individual making him the pillars of tomorrow.

The EQuaL4Educ, Entangled Quantum Leap for Education, as a Re-entry Project, was implemented to address the reading problem which was identified as the root cause for poor pupil achievement. It was piloted at Mapagong Elementary School.

METHODS

As intervention to the reading problem, three deliverables were implemented. These were the conduct of the in-service training in teaching reading, the development of appropriate localized learning materials in the form of activity sheets in reading, and MOA signing by the stakeholders. These stakeholders are the local government unit, the parent-teacher association, and the University of Perpetual Help System Delta.

For the activity sheets in Filipino, there were 28 outputs in level one - Non-Reader, seven (7) in level two - Struggling Reader and 12 in level three - Independent Reader while in English, there were 17 outputs in level one - Non-Reader, 4 in level two - Struggling Reader and 9 in level three - Independent Reader.

RESULTS

Mini validation of the developed activity sheets was conducted for 10.5 days from May 19 to 31, 2018 to identified 10 non-readers of grades one to three, after one week, eight (8) out of 10 learners were able to decode words while two (2) learners were still in the process of recognizing letters. Thus, one (1) of the said two (2) pupils was able to decode words before the end of mini validation. This only shows that reading problem can be eradicated if this will be implemented for the entire school year.

DISCUSSIONS

Ways forward to sustain the program:

1. Utilization of the developed localized activity sheets for school year 2018-2019 in the following elementary schools under the fourth (4th) quadrant; Mapagong, Latian, Southville VI, Turbina, Parian, E. Barretto Sr., Putinglupa and Looc and training on reading cum utilization of localized activity sheets in priority schools of the division having reading problems.

2. Coordination with the school principal, monitoring and continued partnership.

3. Institutionalization of the adoption of these materials in all schools of the division.

KEYWORDS: Reading, Stakeholder Partnership, and Localized Materials

SUBMISSION ID: R04A-CALAMB-0405

Equipping the Competency Level of Taysan Senior High School Students on Detecting Online Fake News

Jessie Dimaano, Taysan Senior High School

Abstract

INTRODUCTION

In a digital society where information depends on everyone's click of fingertips, being victimized of multiple online threats is definitely at the highest level. One of these is how the fake news threatens the online environment, most especially the education aspect. Due to the extent of its damage, it is currently being recognized as the reigning concern of individuals nowadays. Considering the listed aspects, students, as an avid fan of performing diverse online activities, being victimized of fake news is not impossible. Looking on a larger scale, particularly on the outcomes of the destructive effect of fake news, the need for further equipping them with information will surely provide guidance on opposing the prevalence of fake news.

The researcher focused on equipping the competency level of grade 12 students on detecting online fake news with an end view of designing information dissemination paraphernalia. This study aimed to achieve these objectives: 1) identify the common online platform sources of fake news, 2) identify the types of online threat being met by the students on the suggested online sources, 3) determine the extent of its effects, and 4) develop the strategies on detecting online fake news.

METHODS

The conducted study involved the descriptive survey method of research where questionnaires were used as data gathering instruments. There were 178 respondents selected randomly from the Grade 12 students of TSHS. Meanwhile, frequency, ranking, and percentage were used to analyze the data. Weighted mean was used to determine the extent of effects of fake news to an individual or students and the strategies on detecting online fake news.

RESULTS

Results revealed that the leading online platform that serves as the common source of fake news was Facebook. It was also found out that the biased fake news was the most frequent type of online threat. Furthermore, students verified that fake news affects a person's belief towards a particular topic and causes confusion about current issues and events. Moreover, among the strategies listed, evaluating the author's profile and investigating the sources of fake news were the most leading way of the students to detect online fake news.

DISCUSSIONS

The results showed that there was a need to enhance students' competency in determining fake news on diverse online platforms. This could be achieved through proposed information dissemination paraphernalia and most significantly through having initiatives on applying the learning recommended by the researchers.

KEYWORDS: fake news, equipping, competency

SUBMISSION ID: R04A-BATANP-0467

**E-Reading Tool as a Vessel to Enhance English Language Competency
among Grade 10 Students**

Charito Velasco, Department of Education - Lipa City National High School

Abstract

INTRODUCTION

Literature can be presented in a range of meaningful, interactive and interesting ways that enable teachers to model, assess, and build upon literacy skills.

In the Philippines, the need to improve language learning becomes more perplexing than ever. Teachers are challenged to design effective ways of language teaching.

An understanding of reading and relevance of the literature to the individuals concerned plays an important role in the success of the literature's appeal. Appealing reading materials directly impacts language and literacy development. Miller (2015) describes how to truly discuss literature with students, that it is absolutely essential for a teacher to be familiar with the stories to gain a deeper insight into what the students feel when they read a text. Allowing students to choose from a selection of predetermined texts provides a structured framework for language and literacy development.

METHODS

The study which was conducted in Lipa City National High School in 2018 used the experimental method of research since there were two groups of students involved in the research. One group was exposed to the e-reading tool for the one quarter. To draw the comparison in terms of competencies and performance, another group was taught using the traditional reading method.

The two groups were given the same set of competency assessment. The test results were compared so that adequate conclusions and recommendations will be made.

RESULTS

There was significant difference between the pretest and posttest of the experimental group. The average score in the pre-test is 20.52 while the average score in post-test is 25.80. A paired sample t-test was used to test if significant difference between the mean scores of pre-test and posttest is observed. With a t-value of -15.35 and a p-value of 0.00 ($p<0.01$). This shows effectiveness in the utilization of e-reading tool.

DISCUSSIONS

The effectiveness of e-reading tool in teaching English is evident in the result of the post-test which was significantly higher than pretest results. Reading based strategies namely reading as a springboard where academic reading is utilized at a very great extent in all domains of the English language to develop the student's language competence.

The implication is that teachers should closely look into the aspect of English instruction especially to the six domains which has relationships with the post-test results of the students namely listening comprehension, fluency, oral language and reading comprehension.

KEYWORDS: e-reading, strategy, learning

Error Analysis in Writing of Grade 10 Students

Jenny Rose Latorza

Abstract

INTRODUCTION

Writing is one of the four basic skills that should be honed for learners. When writing is unsatisfactory in multiple ways, from poor grammar and syntax to unclear organization to weak reasoning and arguments, complicating matters is the fact that many students' reading skills are also poor. There were already programs and interventions on the poor reading skills of learners in the field of education. However, the continuous problem on the poor writing skills of the learners had been the aim of this study in which it described the errors in writing of learners and determined their writing level.

METHODS

A multi-method design was used. Using the descriptive paragraphs written by 10 randomly selected students from nine sections of the Grade 10 at Sto. Nino National High School, the errors in writing and the frequency of respondents having the same errors were identified. Correspondingly, a self-made rating scale was used to determine the writing level of respondents. Hence, Powell (2008) suggested words in rating scales were adopted.

RESULTS

It was found out in this study that there were 18 poor writing skills revealed in this study. These are the following: use of punctuations, capitalization, S-V agreement, spelling, tenses of the verbs, redundancy, use of nouns, use of conjunctions, use of articles, syntax, run-on sentence, use of pronouns, use of prepositions, indention, spacing, use of adjectives, margins and vocabulary. Moreover, their prominent writing level is Fair (F) with the frequency of 52 (58%).

Hence, it was also found out in this study that students have varied errors in writing. If they have that certain error in writing, they kept on committing the same mistakes in the entire paragraph. Generally, they have different weaknesses in writing.

DISCUSSIONS

The results reflect that most of the students have problems in writing. It suggests interventions that would address such problems which contribute to the deteriorating writing skills of students. Out of these results, school administrators and teachers can make plans for classroom and school activities that would expose them in writing (paragraph, essays, etc.). In such, teachers should give emphasis on the correctness of how ideas are being presented. Moreover, they can also come up with a good program for the development of students' writing skills.

KEYWORDS: errors in writing, writing levels

E-SMAC: ("Enhanced-Sounds, Marungco, Alpabeto, and Claveria") a Reading tool for Grade two Pupils of Dalahican Elementary School SY-2018-2019

Benett Pablo, Department of Education

Abstract

INTRODUCTION
As society is approaching towards improvement of the millennial development, teaching reading for early grade pupils became a responsibility of teachers in developing the reading program of the school. The program usually targets groups of early graders who have difficulty in reading. There are various studies that have evaluated the effects of reading program. However, data that proves the impact of this program is not always conclusive. This study presents a tool that can help the learners to read in their early grade. The study aimed to conduct and implement a tool that will give children an easy way and an enjoyable time when reading materials. The program entitled "ESMAC Enhanced Sounds, Marungco, Alpabeto and Claveria a Reading tool for grade Two Pupils of Dalahican Elementary School is a four-combination technique on how to teach children in Grade Two when it comes to reading. The program will track the reading performance of the pupils after they used it in their daily routines in the classroom. To sum it up, it is a way to lessen the non-readers among grade two pupils. As we assess the pupils, we found out that almost one half of the class were having difficulty in reading and since that it was successfully implemented in grade one, we decided to use this tool in grade two Narra.

METHODS
The experimental method was utilized wherein there were two variables used, the independent variables and the dependent variables. It also described how the independent variables were manipulated through treatment or intervention. The effect of those interventions was observed on the dependent variable. The researchers selected one section in grade two of the respondents through a type of non-probability sampling. Subjects were selected because of their convenient accessibility and proximity to the researchers.

RESULTS
The study reveals that if the teachers used the E-SMAC tool, there is a high possibility that children can read in their early grades, non-readers will be minimized or reduced. A large number of pupils responded that they can read easily by means of the E-SMAC tool. They also found out that reading was an enjoyable or pleasurable habit.

DISCUSSIONS
The research study dealt primarily with the implementation of an E-SMAC tool that will give support to the School Reading Program of Dalahican Elementary School. The pupils in grade two will become the respondents. The researchers will focus on the early grades especially those with reading difficulty.

KEYWORDS: non-reader, intervention

SUBMISSION ID: R04A-CAVITC-0109

**Essential Academic Learning Requirements and Achievement Gaps in
Grade 7 Social Studies: Basis for an Index of Innovative Pedagogical
Strategies**

Ruby Bautista

Abstract

INTRODUCTION

The main purpose of the study was to determine the essential academic learning requirements and achievement gaps of grade 7 Social Studies. The findings of the study will serve as bases for the index of innovative pedagogical strategies.

To answer the call for the revival of Education standards, the K to 12 curriculum was adapted by the Philippine educational system. The standards were quite different from what has been previously practiced particularly in public schools. One major change is the spiral curriculum for all grade levels. The standards are also more intense than what has been formerly practiced. For one, it includes standards that require teachers to make use of tools and instructional materials, media and technological resources accessible to the students and for the effective teaching of the subject matter. Furthermore, the development of the instructional materials must be in the interests, knowledge, understanding, abilities, needs and experiences of the students. In providing quality education, one should not underscore the role of instructional materials in effective instruction. Aside from the basic textbook, the use of instructional materials and various teaching strategies is essential for meaningful and effective teaching, provide well-planned classroom activities with challenging problems that cater to the pupils' learning style (Velasquez, 2013).

METHODS

A mixed method research design was employed. Purposive sampling technique was used in the selection of 27 teachers, and 1,550 students. The data were gathered through the use of questionnaire (quantitative) and an interview protocol.

RESULTS

The findings revealed that On the Level of Achievement of the Essential Academic Learning Requirements of Grade 7 Learners in Social Studies based on the perceptions of the teachers all interpreted as "Agree".

DISCUSSIONS

On the level of achievement of Grade 7 learners in the essential academic learning requirements in Social Studies as indicated in actual class records are "Fairly Satisfactory". Teachers' participation in seminars, workshops, INSET, SLACS, and professional development trainings for the teachers in public schools are encouraged.

KEYWORDS: Academic Gaps, Achievements, Strategies, instructional materials, effective teaching

Essential Rules for Using Social Media for Business

Charly Magne Ayessa Hubilla, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION
Social media plays a vital role to the life every individual and entrepreneurs. The social media is an online application that allows people to interact with others; this includes sharing and creating texts, images and videos. These are rules to consider in using social media in a business and to know the proper custom or way of using social media in the business to those who are involved in online selling.

METHODS
A purposive sampling was used to gather data in choosing the reliable and credible respondent, which contains systematically compiled and well-organized questions that are related to the essentials rules for using social media for business.

RESULTS
The study found out that the online sellers consider many rules in using social media in their business and considered an advertisement as an effective way to encourage customers to buy products and also to serve them.

DISCUSSIONS
The findings show that the online sellers consider that the use of social media allows the entrepreneurs to connect to the customers.

KEYWORDS: Social Media, Essentials, Business

SUBMISSION ID: R04A-CAVITP-0676

Establishing Climate-Resilient Schools through Disaster Preparedness and Environmental Sustainability in Six Selected School in the District of Calatagan

Krisna Masangkay, Department of Education - Batangas

Abstract

INTRODUCTION

Disaster preparedness has been recognized as a central element in reducing the impact among schools. Every educational institution must develop skills and understanding in initiating active responses and increasing community awareness and participation in environmental concerns. This study aimed to identify the existing programs and the extent of practices in disaster preparedness and environmental sustainability.

METHODS

The researcher used qualitative research approach through the use of questionnaires in gathering necessary data. The respondents of the study were 75 nationally funded elementary teachers and school heads from six (6) schools in the District of Calatagan. Data gathered were statistically analyzed using Paleontological Statistics software package for education and data analysis (PAST version 3.16). Correlation Test from PAST version 3.16 was used to determine the relationship between disaster preparedness and environmental sustainability and demographic profile of the respondents. One-way analysis of variance was used to identify the differences on the assessed practices.

RESULTS

Results of the study revealed that schools need to institutionalize disaster risk reduction management policies and structures for the full implementation of the program. Teachers are aware of the existing environment-related programs in their respective schools, but the implementation was insufficient. Schools must establish and maintain a School Disaster Risk and Reduction Committee that is responsible in school safety in terms of climate resiliency. A proposed action plan may assist teachers in enhancing the practices in disaster preparedness in their respective schools. The action plan must focus on the four indicators with lowest rank; assessment and planning for disaster mitigation, hazards and risks; physical protection measures, environmental related features of the school curriculum and socio-cultural sustainability.

DISCUSSIONS

The results show that schools need to institutionalize DRRM policies, structures and programs with appropriate continuing budget to strengthen the capacity of the personnel in building a disaster-resilient community and institutionalizing arrangement and measuring disaster risks. The action plan must be adapted by the schools in the district to enhance the practices in disaster preparedness and environmental sustainability and there is a need for full implementation of the existing DRRM programs in schools.

KEYWORDS: disaster preparedness, environmental sustainability, resilient, action plan

SUBMISSION ID: R04A-BATANP-0128

**Establishing Filipino Motifs in Various Movie Genres: An Archetypal
Literary Criticism of Philippine Satire**

Eric James M. Faller, Lopez National Comprehensive High School

Abstract

INTRODUCTION

As part of literature, international or foreign works and writings are used as medium of studying the beauty of life. With the same intensity, local literary works and writings should be given accentuation as it undeniably encompasses their diverse contributions and value in the courses of life. In this study, the researcher identified the commonly established Filipino motifs in various Philippine movie genres through the approach of archetypal literary criticism and developed a compendium of Filipino archetypes.

METHODS

This employed the descriptive method and qualitative approach of research that made use of content analysis of the ninth and 2011 satire novel of Bob Ong which is entitled "Lumayo Ka nga sa Akin". The book, which happened to be scripts for different movie genres such as action, comedy, drama, and horror, was translated into English as "Get Away from Me" to give justice in interpreting the literary text. In addition, the said novel was transcribed and analyzed thoroughly to come up with an analysis of the archetypes in the movie genres' images, archetypal patterns or motifs, and archetypal genres.

RESULTS

It is determined that Philippine movie genres exhibited motifs such as images of sea, river, rising sun, setting sun, the colors red, blue, green, white and black, serpent, the archetypal women like the good and terrible mother, the wise old man, desert, and trickster. Besides, the archetypal patterns or motifs like the creation, the immortality referring to the escape from time and mystical submersion into cyclical time and hero archetypes dealing with the quest, initiation, and sacrificial scapegoat are present in the said genres. Lastly, it is realized that the archetypal genres, predominantly the mythos of fall, spring, and summer that correspond to the concept of tragedy, romance, and comedy respectively, are utilized in various movie genres

DISCUSSIONS

The results conclude that the different archetypes such as the images, archetypal patterns or motifs, and archetypal genres are being used in the various Filipino movie genres specifically in the genres of action, comedy, drama, and horror. Some archetypes are really dominantly recurring in a certain movie genre while other archetypes are rarely used depending upon the situation executed in the movie genre. But some archetypes are not utilized in such movie genres because it is not applicable in Philippine setting or context.

KEYWORDS: Filipino motifs, movie genres, archetypal literary criticism

SUBMISSION ID: R04A-QUEZON-0390

Establishing Shared Ownership of Gulayan sa Paaralan in Tinurik Elementary School: Basis for Parental Engagement Program

Zita Herrera, Teacher 3

Abstract

INTRODUCTION

Part of the Department of Education mission: Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong process. What the school needs today is to involve parents and stakeholders in the school programs and projects. Most often it fails because only few parents respond to the invitation for participation. The school has to develop ways to win the hearts of more parents to engage in the Department of Education programs. Encouraging parents to share ownership in Gulayan sa Paaralan is one of the ways to build effective school-parent partnership in Tinurik elementary School.

METHODS

The tool used to determine the parents' participation and commitment in Gulayan sa Paaralan is tracking their attendance and analyzing their feedbacks. The tracking of performance is monitored from July to September or from soil preparation and planting up to harvesting. Each grade levels were given vacant areas in the school to garden.

RESULTS

The study has determined the effectiveness of the shared ownership of Gulayan sa Paaralan. The school has been awarded Best Gulayan sa Paaralan Implementer in the Division of Tanauan City for four consecutive years. The supply of vegetables, specially the green leafy vegetables in the School Based Feeding Program was sustained throughout the year. All vacant areas and garden plots were utilized and planted. Excess vegetables for the school feeding were shared to the parents and to the community. The money raised from vegetables sold in the community was used in the support of the maintenance of the garden.

DISCUSSIONS

The program "Establishing Shared Ownership of Gulayan sa Paaralan" has improved the parents' participation in school programs and projects. Harmonious relationship of the school, parents and community was evident. Pupils attendance were raised to 100%. SBFP beneficiaries who did not eat vegetables before are now enjoying eating food with plenty of vegetables. They are now more active in class. Different recipes with indigenous vegetables were also shared to parents and community because it became available in the school garden.

KEYWORDS: Shared Ownership, lifelong process

Ethical Behavior and Social Responsibility of Teachers in Balete National High School

Larry F. Garcia & Marissa M. Garcia, Department of Education - Division Of Batangas - Balete National High School

Abstract

INTRODUCTION
It has been said that the Code of Professional Ethics for Teachers serves as the bible for a teacher. Written in it are the ethical standards and social responsibilities that a teacher may possess. Every action that a teacher does must be in accordance with the code or else a teacher will suffer the consequences of his/her action. However, as humans are, everyone is bound to commit mistakes, and teachers are not an exemption to it, as teachers are also human. Likewise, the cliché© should not be used by a teacher as an excuse for committing mistakes. It must bear in mind that for every action there is an equal and/or opposite ethical and social obligation. People are responsible for their own actions. Being conscious and having somebody to remind and caution you with your actions would somehow lessen or prevent you from disobeying the code of ethics for professional teachers.

METHODS
The study used the descriptive survey as a research method with questionnaire as the main data gathering instrument. The questionnaire was constructed in the light of the specific questions of the study.

RESULTS
The respondents perceived that a higher assessment means that the teacher knows how to do what is right for the students and the community while a lower assessment in the teacher protects his/her own interest above other considerations. Likewise, the parents agreed that higher rate in terms of social responsibility falls on the teacher; offering waste disposal services and serving the interest of the school and the community. While a lower rate in the teacher prevents abuse of products harmful to the environment and the teacher exhibits cooperative attitude and behavior towards community projects and activities.

DISCUSSIONS
There is a present study that the authors assessed curriculum coordinators' perceptions of the level of inclusion of ethics and social responsibility at the level of specific programs and activities. It has been suggested therefore that there should be integration of ethics and social responsibility into various specific disciplines because when one important value contradicts another, they are faced with an ethical dilemma. When faced with a dilemma, it is one's professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

KEYWORDS: Behavior; Code of Ethics; Ethics; Ethical Behavior; Social Responsibility; Teachers

Ethnomethodological Probe on Pedagogical Benefits of Strategic Conversation in Social Studies Classroom: Basis for Compendium of Activities

Lenin Rodriguez, Department of Education - Calamba City

Abstract

INTRODUCTION

This Ethnomethodological study aimed to investigate the pedagogical benefits of strategic conversation of social studies teacher with the students. Although it was conducted in a public school in the Philippines, it is believed to depict universal happenings in any classroom setting.

METHODS

The attempt was a Qualitative Research-Ethnomethodological featuring conversation analysis. Students' doodles were even used to validate the emerging themes. Data gathering was done by recording, transcribing and analyzing the conversation purposely to discover themes for the preparation of classroom activities on social issues such as Environment, Politics, Human Rights and alike.

RESULTS

Patterns of conversation procedures were revealed: Initiation, Reply and Evaluation. Students gained decision making skills, deepened understanding of concepts and ability to elicit and express ideas.

DISCUSSIONS

Gordon Pask's (2008) assertion that learning occurs through conversation making knowledge explicit was confirmed. It is therefore recommended that Social Studies teachers utilize the compendium of activities for classroom discussion. It is further suggested that teachers employ strategic conversation for students' mastery of lessons and a more productive teaching-learning experience.

KEYWORDS: Compendium of Activities, Social Studies, Strategic Conversation

E-Tool and E-Game: Gateways to Enhance Mathematics Performance Level of Grade 3 Pupils at Sta. Monica Elementary School

Jiezel Bayani, Department of Education

Abstract

INTRODUCTION
The onset of the 21st century learners marked tremendous changes in characteristics of learners. Thus, the K to 12 program was designed to stabilize instruction in Mathematics in Philippine schools. It also aimed to improve teaching and learning and make it even more relevant in the daily experience of the learners. Relative to the implementation of Innovation Program for Curriculum Instruction of SDO Batangas, the researcher used the assessment tool to enhance the performance level of grade three learners. It has always been the goal of Sta. Monica Elementary School to produce globally competitive learners who will respond critically to changes around them and contribute favorably to the needs of others. Mathematics is one of the subjects in grade three where learners have low MPS. The Utilization of Oral and Numeracy Tool and e-Games determined and tracked the unmastered skills in mathematics.

METHODS
The researcher gathered data through the use of the results of a pre-test in Mathematics, in the written and Oral Numeracy Assessment Tool or E-tool, and the MPS in First and second periodical tests. These captured the respondents' skills in Mathematics. Data collected were tallied and interpreted0. Learners under Outstanding and Very Satisfactory Level were not given Post Test

RESULTS
The Utilization of Oral and written Numeracy Assessment Tools and e Games in Grade Three Learners at Sta. Monica Elementary School increased the performance level in Mathematics. In the first semester, 16 out of 20 or 80% of the learners got outstanding and very satisfactory level of numeracy. From the five levels of assessment tool per competency, the percentage of learners that needs remediation decreased to 25% which shows an increase in MPS of 85% or 17 out of 20 learners passed in the periodical test given.

DISCUSSIONS
The results revealed that there was significant difference of MPS of Pre-Test and grades in the first semester. Performance Level of pupils increased. Researcher determined the level of difficulty, critical content and numeracy level of learners in specific topic and competencies. Implementation of the program is needed to be sustained for further improvement of the skills in Mathematics

KEYWORDS: numeracy assessment tool, performance level

E-Tool and E-Game Technique of Grade Two Pupils of San Isidro Elementary School: An Assessment

Karren Onda, Department of Education - San Luis

Abstract

INTRODUCTION
The purpose of this study is to assess learners' ability on different numeracy skills by using e-tool and e-game in Mathematics. Participants are Grade 2 learners of San Isidro Elementary School who will apply and use this technique every Friday during their Math time. This technique focuses on the different numeracy skills.

METHODS
This research employed descriptive approach to determine the level on numeracy skills of 11 boys and 19 girls of Grade 2 pupils of San Isidro Elementary School. The study also used documentary analysis to validate the accuracy and reliability of the data gathered.

RESULTS
Through the tabular presentation, it showed the result on how e-tool and e-game affected the attitude of learners toward increasing their interest in solving different numeracy skills in Mathematics. It enhanced the learners' enjoyment in solving or computing numbers through e-games.

DISCUSSIONS
It has great effect on the pupils' improvement in numeracy skills by improving the ability, love towards Mathematics, and became more interesting in the learning said area.

KEYWORDS: numeracy, validate, reliability

SUBMISSION ID: R04A-BATANP-1476

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

Cynthia Cadua, Area J Elementary School

Abstract

INTRODUCTION

The primary purpose is to evaluate the impact of concept mapping in teaching the human body system on 5th grade students Science vocabulary achievement in K-12 curriculum. This study is an intervention 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 scientific habit of mind. Knowing Science vocabulary supports the development of these understanding.

METHODS

Participants for this study were 5th Graders of Area J Elementary School in the District of General Mariano Alvarez, Cavite. The project procedures were explained to each 5th Grade class as well as the timeline. The dependent variables were the vocabulary exposure versus vocabulary instruction and concept mapping and to measure vocabulary achievement, pretest. Posttest, and Knowledge Rating Survey was used.

While there are many more strategies for helping students learn and use science vocabulary, this initiative provided a starting point for combining science content and vocabulary instruction and a way to avoid falling back on traditional vocabulary instruction practices. It takes concentrated effort to fit even more time for science instruction into a school day.

RESULTS

The study revealed that the implementation of concept mapping classroom strategy has a significant effect on the students' vocabulary achievement level. Post test result revealed that 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.

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 school to learn academic language, by using these strategies, teachers can help all students engage in the language of Science. Teaching learning process provided that it should be properly implemented during the independent and collaborative learning sessions held on Fridays. The class should be well facilitated, and responsibilities were compiled by the students.

KEYWORDS: Concept Mapping Classroom Strategy, student achievement, 2C-2I-1R pedagogical approaches

SUBMISSION ID: R04A-CAVITP-0857

**Evaluating Instructional Leadership Practices of Elementary School Heads
in Rosario West District: Basis for Professional Development Plan**

Filomena De Torres, Department of Education

Abstract

INTRODUCTION
IRR of RA 9155 under rule 1, section 1.2, states that principals, school administrators, and teachers-in-charge (hereinafter collectively referred to as school heads) must exercise instructional leadership and sound administrative management of the school. It has been observed and experienced that there are multi-tasks incurred to the roles and functions of school heads. In this study, the researcher evaluated the leadership practices of the elementary school heads as a basis for a professional development plan that will help promote professional growth. Thus, the Department of Education's Vision and Mission be attained.

METHODS
A questionnaire was used to obtain data from the respondents. This was composed of three major parts. The first part included the profile of the school heads in terms of age, gender, educational attainment, position and number of years in present position. The second part of the questionnaire contained items related to dominant instructional leadership practices that the school heads exhibited in their respective school in line with assessment for learning, developing programs and or adapting existing programs, implementing programs for instructional improvement, and instructional supervision. The third part was the plan of action that may be proposed to ensure effective delivery of instructional leadership practices for elementary school heads in Rosario West District.

RESULTS
Most of the respondents found difficulty in practice on the uses of research, expertise, and /or other vehicles to assist in developing and implementing a coherent and responsive schoolwide curriculum as a component of instructional leadership practices. Management of curriculum innovation and enrichment with the use of technology as a component of instructional had been found to be one of the practices needed to improve. On the other hand, organizing teams to champion instructional innovation were practiced by some. Preparing instructional supervisory plans were sought to be practiced very much by the respondents.

DISCUSSIONS
The results show the need to strengthen the said practice by attending research training and compendium where teachers can benchmark the works of colleagues thereby each one will grow professionally. Implementation of programs for instructional improvement through the use of technology can be materialized through tapping or soliciting various stakeholders for technology resources. The Professional development plan will be developed to help improve the said practices.

KEYWORDS: Instructional leadership, Professional Development, research, expertise, instructional innovation

SUBMISSION ID: R04A-BATANP-1553

**Evaluating the Effectiveness of the Strategic Intervention Material in
Improving the Academic Performance of Science among Grade 9 Students
of Dacanlao Gregorio Agoncillo National High School**

Abegail Vergara & Lily Anne V. Cerillo

Abstract

INTRODUCTION
It has been reported in the National Achievement test results last 2011 by Department of Education, that amongst all other discourse, Science has consistently given lower rates. Science teachers need aids to transfer this knowledge to students on their aim to make them more scientifically literate. Strategic Intervention Material is a teaching aid that can be introduced to any teaching methods in order to stimulate the activity of the students inside and outside the classroom. The researcher has delved to study the effectiveness of the developed SIM in the academic performance of Grade 9 students in science.

METHODS
This study was composed of respondents from Grade 9 Science teachers and students who are currently enrolled in Dacanlao GANHS. Test papers and raw scores of students were analyzed to identify the competency that was least mastered. In this manner, the sample respondents of this study covered sixty students divided into two; the experimental and controlled group. The developed SIM was evaluated and validated through questionnaires by eighteen science teachers. Data were tallied and interpreted with the use of weighted mean and t-test.

RESULTS
Both the teachers and students found out that the SIM was effective in improving the academic performance of the students as shown by weighted mean of 2.33. A mean score of 32.85% and 94.67% level proficiency indicated that the remedial strategy of incorporating Intervention material in the experimental group was more effective than the controlled group. It was also proven by the achievement level of 4.30 for the controlled group and 9.27 for the experimental group that the intervention material enhances the academic performance of the students. With the weighted mean of 2.33, students believed that the Intervention Material was strongly effective in catching their interest. Moreover, teachers' responses agreed with students' responses as shown by the weighted mean of 2.33.

DISCUSSIONS
In the light of the findings, the researchers found out that students performed better based on the results of their posttest and thus showed significant effects on their academic performance in Science. No significant difference existed between the responses of students and teachers on the effectiveness of the SIM as to its title, objectives, activities, and assessment tools used. Upon analyzing the findings and the result of the study, the researchers suggested to utilize ICT to enhance and further develop the material.

KEYWORDS: Strategic Intervention Material, Academic Performance, Least Mastered Skill

**Evaluating the Effectiveness of the Strategic Intervention Material in
Improving the Academic Performance in Science among Grade 9 Students
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Lily Anne Cerillo & Abegail Vergara

Abstract

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KEYWORDS: Strategic Intervention Material, Academic Performance, Least Mastered Skill

SUBMISSION ID: R04A-BATANP-1299/R04A-BATANP-1296

Evaluating the Effectiveness of Using Intervention in Projects Accomplished in Science of the Grade 4 Pupils of Paaralang Elementarya ng Palahanan

Marissa Bautista, Department of Education

Abstract

INTRODUCTION

This action research was done to evaluate the projects accomplished in Science by the Grade Four Pupils at Paaralang Elementarya ng Palahanan School Year 2017-2018. According to the Science Teachers, they met problems in teaching this subject. For this reason, the researcher thought of the best practices that can help the pupils make their projects using the indigenous materials found in their barangay. Sensing that some of the Grade Four Pupils were reluctant in accomplishing the required projects in Science.

METHODS

A descriptive method was employed in evaluating the effectiveness of using intervention in projects accomplished in Science. This method was applied to the Grade 4 pupils of Paaralang Elementarya ng Palahanan. The instruments used were as follows: teacher records, observations, questionnaires/checklist, interview with parents, home visit, PTA Meetings, and details of the study.

RESULTS

The results of the interview, questionnaire, checklist done by the researcher revealed the following: pupils cannot afford to buy materials used, financial difficulty, availability of materials, lack of parents' concern, laziness on the part of the pupils, and lack of pupils' interest on the projects. To remedy the situation, Science Teachers thought of a Project. This project was a Diorama. The diorama was made of different indigenous materials. One output they made was INDI-Zoo. The Science Teachers were thankful that the number of pupils who did not accomplished their projects lessened due to the use of indigenous materials.

DISCUSSIONS

The results revealed that the following activities were undertaken to produce better accomplishments: the teacher resorted to the use of local materials like bamboo sticks, coconut shell, local fruits, and clay, pupils work on projects suited to the lesson and in season, home visits and Homeroom PTA meetings were done, daily observation and guidance by the teacher-advisers were done especially during Science Period and even in their remedial time. The foregoing findings made the researcher conclude that although 100% completion cannot be attained, through the combined efforts and guidance of teachers and parents, projects in Science can be accomplished.

KEYWORDS: accomplished projects, indigenous materials, attitudes, combined efforts, parents and teacher

Evaluating the Grading System of STEM Strand in Relation to their Learning Strategies at Balayan Senior High School

Marjorie Carenan

Abstract

INTRODUCTION

In education, grading system is the process of applying standardized measurements of varying levels of achievement in a course. Since Department of Education mandated K-12 Curriculum, a new grading system was also released to enhance the learners' knowledge and skills. Grading system has a huge impact to the learning strategies of students that they even seek ways to make their school life productive. This study generally aimed to determine the relationship of students learning strategies through evaluating the grading system.

METHODS

Descriptive-correlational design through quantitative approach was used for the method of the study. Purposive sampling was utilized wherein forty-four (44) Grade 12 STEM students served as the respondent. For the data collection, Likert scale questionnaire was used. To further evaluate the data and for testing the relationship between the two variables, Weighted Mean, T-test, and Pearson Product Moment Correlation Coefficient were also used.

RESULTS

After the statistical treatment of data, it was found out that most of the students learning strategies was reading in advance with a weighted mean of 3.57. The Pearson Product-Moment Correlation Coefficient revealed that there is a moderately positive correlation between evaluating the grading system and the students learning strategies since the computed value is 0.6. Moreover, with the computed value of 2.12 using T-test, it was revealed that there was a significant relationship between the two variables, therefore the null hypothesis was rejected.

DISCUSSIONS

The results showed that grading system plays an essential role for a student to be able to enhance their knowledge and skills on a certain field. Through grading system, students will be cognitive and productive as they will persevere to think of a way that will make their school life valuable. Based on the results of the study, it was concluded that evaluating the grading system of STEM strand has a significant relationship to the students' learning strategies.

KEYWORDS: Grading System, Learning Strategies, relationship, STEM students

**Evaluating the Projects Accomplished in Arts of the Grade 5 - Earth Pupils
of Paaralang Elementarya ng Palahanan 2018-2019**

Merlita De Torres, Department of Education

Abstract

INTRODUCTION

Arts is one of the most interesting subjects in school but sometimes it is being neglected. Teachers were aware of its importance but mostly the time was spent for remediation in academic subjects or copying the lesson for the day especially in the lower section. The new curriculum that was implemented by Department of Education, the K to 12, Arts is being given the same weight as the academic subjects but still it is sometimes being neglected. Sensing that some of the Grade 5 - Earth pupils have been reluctant with regards to accomplishing the required projects in Arts, the teacher thought of helping the subject, hence this action research has been made.

METHODS

The descriptive method of research was employed with the use of interview, questionnaire, and checklist prepared by the teacher- adviser as a tool to gather data. The respondents of this study were 12 Grade 5 - Earth pupils (4 male and 8 female) of Paaralang Elementarya ng Palahanan school year 2018-2019.

RESULTS

The results of the interview, questionnaire, and checklist done by the adviser revealed the following: (1) that they cannot afford to buy materials used; (2) financial difficulty; (3) availability of materials; (4) lack of parents' concern; (5) laziness on the part of the pupils; and (6) lack of pupil's interest on the project. Based on the class record of the teacher, during the first grading period, 12 pupils did not submit projects while during the second grading, the number of pupils without projects was lessened.

DISCUSSIONS

The foregoing findings made the researcher conclude that although 100% completion cannot be attained, through proper guidance by both the parents and teachers, pupils can accomplish the required projects.

KEYWORDS: neglected, academic, questionnaire, reluctant

SUBMISSION ID: R04A-BATANP-1150

Evaluation of Grade 12 Students' Self-Confidence in English Oral Recitation in FABINHS

Maria Angela Papera, FABINHS

Abstract

INTRODUCTION
This study seeks to evaluate the level of self-confidence of the students in FABINHS. The Grade 12 Senior High School students have shown that the students experienced difficulty in terms of answering English Oral Recitation. This study serves as the guide on the next researchers to help them to have a knowledge about the level of self-confidence of the students in FABINHS.

METHODS
The study was made used of mixed method research as the research design. The researchers used stratified sampling that divides the population of interest into smaller groups. Slovin's Formula was used to get the sample size of the Grade 12 student respondents. The researchers utilized instruments in the study. It indicated interview
and survey questionnaire. The researchers made use of the SPSS version 20 to generate results, tables, and computed values. Frequency and Percentage were used to describe the profile of the respondents. Moreover, mean and standard deviation were also used to describe the responses made by the student respondents for each item indicator of the Likert scale.

RESULTS
The study proved that the Grade 12 students have low self-confidence when it comes to English oral recitation. Majority of the student respondents belonged to the age bracket of 17-18 with a frequency of 95 or 90.4%. All student respondents are male. Somehow, in evaluating the students' self-confidence in each section, the study proved that Diligence got the highest self-confidence in English oral recitation and Prudence got the lowest self-confidence. Moreover, indicator number 4, "I worry if my classmates speak better than I do" got the highest mean of 1.59 with the verbal interpretation of "Agree" while the indicator number 9, "I feel more scared in English class than in other class" got the lowest mean of 1.35 with the verbal interpretation of disagree.

DISCUSSIONS
The results demonstrated the need for building, enhancing, and boosting the self-confidence of the students in English Oral Recitation. Students should stay patient, inspired to learn, and achieve more to be able them to perform well not just in class but being a citizen of this nation.

KEYWORDS: Self-Confidence, Evaluation, Oral Recitation

SUBMISSION ID: R04A-LIPAC1-0035

Evaluation of Humanities and Social Sciences Students in English Using Five Macro Skills: Basis for English Proficiency Program

Mitzila Jodilla, Lemery Senior High School

Abstract

INTRODUCTION
This study seeks to determine the breakthrough of five macro skills in English to the performance of the students in learning the second language in Humanities and Social Sciences, SY 2017-2018. This further aims to propose proficiency program in teaching English subjects.

METHODS
Descriptive method of research was used since the study mainly focuses on the assessment of the English performance of Humanities and Social Sciences students from Lemery Senior High School under the different macro skills in the subject English.

RESULTS
The respondents of the study were students of Humanities and Social Sciences majority of them with the age bracket of 15 -18 years old and most of them were female. Among the five macro skills viewing ranked first, followed by reading, listening, writing and speaking. This showed that the most difficult competency was reading, followed by speaking, listening, writing and lastly viewing.
In connection to this, providing effective activities applicable for all kinds of students must be used by the educators in order to minimize the difficulties encountered by the students.

DISCUSSIONS
Based on the findings, the students performed well in different macro skills in English under the K to 12 curriculum. Although, it was recommended by the researcher to look for different alternatives in order to elevate the level of performance of the students in English subjects.

KEYWORDS: Humanities and Social Sciences, Five Macro Skills, English Proficiency Program

SUBMISSION ID: R04A-BATANP-2016

Evaluation of Instructional Materials in Teaching Social Studies and its Relations to Students' Performance

Gilda Dejelo, Department of Education - Quezon, Quezon National High School

Abstract

INTRODUCTION
The study aims to evaluate instructional materials used in Social Studies learning. The results of the evaluation have shown correlation to students' performance in the third quarterly test of Social Studies. Likewise, the usefulness of administrative support services and school facilities such as the library, laboratories, and learning centers have also shown correlation to the third quarterly test with the following parts: analysis; understanding; and knowledge using Pearson's-r as the main statistical tool.

METHODS
The study involved 205 Grade 8 respondents. The areas of instructional materials that were evaluated and correlated to third periodical test with analysis, understanding, and knowledge parts were the objectives,
contents, accessibility, assessment, presentation and instructional design. The respondents rated the items in all these areas to be highly evident.

RESULTS
Such results were said to be related only to the performance of students in the analysis part of their third quarterly test. However, the results of the evaluation in the assessment and instructional design parts of the IMs were not related to the performance of the respondents to any part of the said quarterly test. In addition, the perception of the respondents with regards to the library facilities of the school showed that they found them useful and it was significantly related to their performance in the understanding and knowledge part of the quarterly test.
Moreover, the respondents perceived that laboratories were useful and were significantly related to their performance in all parts of the quarterly test.

DISCUSSIONS
The study recommended the following: 1.) include a more diverse population who will participate in the future study of the same nature; 2.) maintain or sustain more the important features of instructional materials being asked in Social Studies learning; 3.) maintain the useful activities and services being provided in the library, laboratories, and learning centers inside the school, 4.) maintain or sustain more the administrative support given by the school; 5.) maintain or sustain the learning mechanism being done in Social Studies teaching in support to better performance in the subject; 6.) modify/localize instructional materials in support to understanding and gaining more knowledge in Social Studies learning; 7.) improve other aspects of school facilities to cater all facets of understanding in Social Studies learning; and 8.) provide more meaningful administrative support to students.

KEYWORDS: Instructional Materials, Social Studies, Student's Performance

SUBMISSION ID: R04A-QUEZON-0308

Evaluation of Larvicidal and Adult Emergence Inhibition Effect of Aqueous Solution in Extraction if Tridax Procumbens Against Aedes Aegypti

Michaella Joy S. Ursulum, Rosario National High School

(Adviser: Grace Desca)

Abstract

INTRODUCTION

Mosquitoes constitute a major public health menace. In fact, they do not only cause nuisance by their bites but also transmit deadly diseases like malaria, filariasis, yellow fever, and dengue. The mosquito Aedes Aegypti is highly potential in terms of dengue. Thus, contributing problems in the community especially in Rosario, Cavite. Thus, the researcher aims to conduct a Larvicidal Activity and Adult Emergence in this study. Researchers has used Tridax procumbens (Tridax daisy) that are composed of flavonoids and tannin in the preparation of an aqueous solution.

METHODS

Four set-ups that have different concentration and have same total number of larvae were used to conduct the study. The larvicidal activity was observed in 48 hours while the adult emergence was observed in 5 days.

RESULTS

After the conduct of the Larvicidal Activity and Adult Emergence Inhibition, which used aqueous solution of Tridax procumbens extract, the researchers found out that the study was significant as it inhibits the growth of Aedes aegypti.

DISCUSSIONS

Based on the findings of the study the researchers found out that the result was significant in inhibiting the growth of Aedes aegypti with the use of Tridax procumbens extract. The conducted test showed that the greater the rate of concentration of Tridax procumbens, the greater the mortality rate of Ades aegypti. The setup showed that as the mortality rate depended on the rate of concentration of the plant extract, the conduct of the test was enough to prove that the use of Trida rocumbens extract restrained the growth of Aedes aegypti. Tridax procumbens extract restrained the growth of Aedes aegypti.

KEYWORDS: Tridax procumbens (Tridax daisy), Aedes aegypti, Larvicidal Activity and Adult Emergence, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-1121

Evaluation of Management Skills of School Heads Anchored to the School-Based Management Program Implementation at Talisay District: Basis for Best Practices Implementation Scheme

Kristine Araño, Department of Education - Batangas Province

Abstract

INTRODUCTION
Schools in the Philippines adapted SBM in such a way that it serves as the guide on how school leaders will apply the changes that should be inculcating in our education systems nowadays. The main objective of the study is to evaluate the perceived competency level of management skills of school heads anchored to the school-based management program implementation at Talisay District.

METHODS
The study utilized the descriptive method of research since the main objective of the study was to evaluate the management skills of school heads as the implementer of school-based management. The researcher used a questionnaire based on the Assessment Tool of School- Based Management in gathering the data. Data were gathered through research questionnaires distributed to the school heads and teachers during their convenient time. Weighted mean was computed to determine the extent of perceived competency level of management skills school heads in the implementation of School-Based Management Program.

RESULTS
Findings revealed that there was a significant difference between the School Leadership and Internal Stakeholders as perceived by the school heads and teachers. Thus, there was no significant difference between the School Improvement Process and School Accountability; school heads have led the internal variables of implementation as reflected on the findings of the perceived management skills. It also showed that even the stakeholders participated in the implementation program, yet there were few who were not yet aware of it and who lacked understanding about the School-Based Management. Moreover, there were difficulties faced by both school heads and teachers. Some of these difficulties among the respondents were communication and lacking knowledge by the stakeholders about how the SBM work in a certain school; and school heads and teachers needed to enhance their SBM implementation as seen in the findings.

DISCUSSIONS
It is highly recommended that school heads must conduct trainings and seminars with teachers and stakeholders before implementing SBM. The process of decentralizing the school management would be powerful and strong if all the stakeholders are working on it; school district should also provide forum for the interchange of information among schools about the new concepts and new strategies tried by individual school. This will further encourage the school heads and teachers to make the school and students competitive.

KEYWORDS: management skills, school-based management

Evaluation of Microsoft Word Utilization Skills in ICT among Grade 5 Pupils of San Isidro Elementary School; Basis for Proposed Intervention Module

Erwin Pucyutan Guevarra & Mary Jane Magpantay

Abstract

INTRODUCTION
For many years, necessary Computer Application Skills in Microsoft Word cannot be acquired by most students in Grade 5 due to unavailability of references such as skill book and modules. More importantly, insufficient number of computer units also hinder the mastery of skills and learning process. This study is designed to improve the performance level of the Grade 5 pupils of San Isidro Elementary School in terms of Microsoft Word utilization skills in Information and Communication Technology as one of the areas of EPP subject. Furthermore, this study served as the basis to implement the use of an intervention module. This study aims to equip pupils with necessary knowledge and skills in Microsoft Word Application can face the real world with full of courage.

METHODS
The participants of this quantitative study were the Grade 5 pupils in San Isidro Elementary School for SY 2016-2017. The researchers utilized the respondents' questionnaire to determine the performance level and factors affecting it. Specifically, it covers important categories, namely attitudes, pupils' participation and grades. The researchers conducted a survey utilizing survey questionnaire. The data that were collected from this research helped the researchers to evaluate the pupils' skills and performance. The data gathered were tallied and analyzed.

RESULTS
The results revealed that pupils' performance level in Microsoft Word Utilization is very low. Most pupils fall under the need for mastery with regards to their performance in execution of the skills in Microsoft Word. The common factors affecting the participation levels of the pupils' in Microsoft Word were the following: (1) unavailability of computer unit at home that can be used by the pupils in reinforcement of skills acquired from the school; (2) insufficient learning references with appropriate hand-on activities; and (3) knowledge and information that pupils must acquire to use and operate the gadget.

DISCUSSIONS
This research led the way to the implementation of the intervention module that used pedagogical approaches which will develop the holistic learning of the pupils. It had been found out that there was a need for the provision of modules on Microsoft Word Application with congruent hands-on and written activities. Secondly, a need for an integration of Microsoft Word to all subject areas where pupils' knowledge could be more enhanced. The Institution should work hard to materialize the intervention module.

KEYWORDS: Microsoft Word utilization skills, Information and Communication Technology.

SUBMISSION ID: R04A-BATANP-1815

**Evaluation of Pedronian Scouts Perceived Attitude at Home, School,
Community, and Church**

Jaime P. Dagal, Department of Education - Batangas

Abstract

INTRODUCTION
Scouting has something to do in the school. Scouting teaches learners how to be responsible citizens and develops a child through learning by doing. He would also know how to struggle in whatever obstacles that might be in his life. This study looked into how the scouters live their lives according to the values of scouting.

METHODS
The researcher utilized descriptive research design. Survey through research questionnaires utilization served as main data gathering process.

RESULTS
The attitude of the scouts at home towards the kissing of hands of the elders, the frequency was only 2, which was 3.6% only, and only 24 which was 42.0%. The leakage was 12 that was equivalent to 21.4% performed to the low level, and 18 which was 32.1 % performed to lowest level.
The attitude of the scouts in the community towards Tree Planting shows that only 10 respondents which was 17.9% which performed in the highest extent, and only 5 respondents which was 8.9% only which performed to the high extent and those respondents performed to the low extent was 20, which was equal to 35.7 %, and those performed to the lowest extent was 21 or 37.5 %. The attitude of Scouts towards participating in the church activities showed that only 4 performed to the highest extent which was 7.1%, and only 12 which was 21.4% performed to the high extent. Those who performed to the low extent was or 53.6%, and 10 that was equivalent to 7.9%.

DISCUSSIONS
Scouts needed training to fully recharge themselves on the above-mentioned aspects of scouting.

KEYWORDS: PEDRONIAN SCOUTS, ATTITUDE AT HOME, SCHOOL, COMMUNITY, CHURCH

Evaluation of Phonics Approach as Intervention to Improve the Reading Abilities of Slow and At-Risk Readers of Daine Elementary School

Anabel Telmo

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. The learners who read well develop better understanding and effective adjustment towards life situations. When the learners understand what they read they could identify, classify, build, organize, synthesize, make adjustments and arrived at proper decisions. The ability to read and comprehend what has been read is very notable for many reasons. Learners can be able to discover and acquire new knowledge through reading. Moreover, learners who read well, develop better understanding and effective adjustment towards life situations. When the learners understand what they read they could identify, classify, build, organize, synthesize, make adjustments and they can arrive at proper decisions. However, not all learners are good readers, there are some who are still considered as slow and at-risk reader, and this is the main reason for conducting this study. This action research aims to evaluate the phonics approach as an intervention to improve the reading abilities of slow and at-risk readers of Daine Elementary School.

METHODS

Several methods in gathering, analyzing and interpreting data were used in this study. This study relied mainly on the Phonics Approach. Multiple oral reading tests were also administered among the pupils of Daine Elementary School. Also, a 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 pupils.

RESULTS

The study found out that phonics approach was really a good intervention in improving the reading skills of slow and at-risk readers of Daine Elementary School. After series of oral reading tests, the study revealed that from 51% of the class, who were under slow, syllable, and at-risk readers, decreased to 11%. Meanwhile, the number of independent and instructional readers also increased from a total of 49% to 89%. The study clearly showed that pupils were able to improve their reading capabilities through Phonics Approach.

DISCUSSIONS

The results revealed that the phonics approach is truly an effective intervention in improving students' reading abilities. By developing the pupils' phonemic awareness, they were able to recognize and associate sounds of letters of the alphabet in the word they read which made reading easier for them. Thus, Phonics approach indeed is very helpful, effective, and plays a significant role in improving students' ability in reading.

KEYWORDS: Education

Evaluation of School Management Strategies in Implementing Gender Awareness and Development Program of Sto. Tomas District: A Basis for Enhancement for GAD Program

Mary Joy De Mesa, Department of Education - Sto. Tomas

Abstract

INTRODUCTION
School head and teachers must also aware on GAD related issues and also with its program. The steps and other procedures to be implemented. The main goal of the study was to know the perception of school head and teachers on applying and implementing GAD continuously on their respective institutions.

METHODS
The study utilized the descriptive research design. The instruments used are questionnaires and checklists. Data were gathered through survey.

RESULTS
School heads and teachers were the main respondents in the study attesting that Gender- related issues such as the program itself and the awareness of it was clearly stated. The goals and responsibilities were focused on gender equality and fair treatment is a must.

DISCUSSIONS
Based on the results of the study the perceived level of school heads and teachers' observation on GAD program implementation varies to the steps of implementation respectively from setting the objectives, planning the program, implementing the program, delegating work committee, and evaluating the program.

KEYWORDS: Head teachers, gender parity, gender equity, gender equality, gender awareness

SUBMISSION ID: R04A-BATANP-1916

Evaluation of Science Teaching Strategies Utilized at Calitcalit Elementary School S.Y. 2016-2017

Maricar Palmones

Abstract

INTRODUCTION

Through daily science activities, children will have science experiences that will develop scientific traits as well as traits of cooperation and responsibility. In doing this, good science teaching strategies are needed. However, this is not easy to attain as many teachers have come to realize that giving appropriate strategies as well as using effective instructional materials are never simple. As future teachers, the results obtained from this study will be of great help in choosing effective strategies that can encourage pupils to learn science concepts and at the same time to enjoy their science learning experiences.

METHODS

The descriptive method of research was used since the concern is to give the best result of the strategies in teaching science. The result became a basis for making effective activities that can further enhance the effectiveness of science teaching strategies. We used grade three to six teachers as respondents. Through a self-constructed questionnaire, documentary analysis, and interview, data needed were gathered. The data obtained from the teacher-respondents were tallied, tabulated, and interpreted using the statistical tools such as percentage, frequency, ranking, and weighted mean.

RESULTS

The findings showed that the majority of the respondents fall under the age bracket of 20-40 and above, female, have taken units in master's program and have 2-10 years of teaching experience. The teaching strategies often used by public science teachers at Calitcalit Elementary school were letting the students ask questions to clarify certain points during the learning activity, teaching the students basic skills, and knowledge through step by step method, giving the students the opportunity to talk and share ideas to clarify a problem that calls for solution, exposing the students to real setting intended to present concepts in the most realistic manner, and presenting science in both inductive and deductive way respectively. Age, educational qualification, and years of teaching experiences were significantly related to the strategies that teachers used in teaching Science.

DISCUSSIONS

The proposed activities to further enhance the effectiveness of science strategies may be presented to some authorities for their suggestions and comments, validation and implementation. The government should provide every science teacher a specialized training especially the bachelor's degree holder to enhance teacher's ability in using the different science teaching strategies.

KEYWORDS: neophytes, teaching strategies, inductive, deductive, documentary analysis

SUBMISSION ID: R04A-BATANP-1065

**Evaluation of Teachers in the Developed Action Research Manual in the
Four Selected Public Elementary Schools in the Calatagan, District**

Geraldine Anzaldo, Department of Education - Calatagan

Abstract

INTRODUCTION

Teaching profession is getting more modernized as the demands and expectations from the teachers are getting higher. The professional development of teachers was a significant factor to ensure the effectiveness of educational reforms at different levels through research. Successful professional development opportunities for teachers will create positive effects on students' academic performance and will improve their learning. Thus, teachers' professional growth involves continuous education and research, and since teachers belong to the environment where problem occurs. Action research is of great significance as it enables teachers to solve their problems on their own to a great extent.

METHODS

The study utilized the descriptive research method. It made use of the questionnaire in gathering the necessary information. Using the descriptive method, the study focused on the present situation that will be needed to determine if the developed action research manual was aligned with its objectives, complete with substance in terms of its content and useful to any persons in the field of education. The respondents of this study were (40) Elementary teachers teaching in Four Selected Public Elementary Schools in Calatagan, District.

RESULTS

The result shows that teachers strongly agreed that the manual aims to act as a reference guide to give additional knowledge about action research writing and at the same time aimed to lessen the stress in writing an action research as it includes the parts, types, format, methods and all other important facts about action research. Teachers strongly agreed that the content of the manual was reliable as it was aligned with the different legal bases including the Department of Education memos. Teachers also strongly agreed that the manual was useful for Teachers, Master Teachers, School Heads, Principals, and other staff members in the field of education in conducting action research for improvement and finding solutions.

DISCUSSIONS

In the context of the findings, the researcher concluded that the evaluation of the developed action research manual was aligned with its objectives, reliable and complete in substance with the content and useful to any person in the field of education. The researcher recommended that the evaluated action research manual be utilized by teachers, master teachers, school heads, principals and other staff members in the field of education in the process of conducting and writing action research.

KEYWORDS: action research, manual, objectives, contents, usefulness

Evaluation of Technical Vocational-Livelihood Track in Governor Juanito Reyes Remulla Senior High School

Melyn Barcelona, Department of Education - Imus City

Abstract

INTRODUCTION

Technical-Vocational Livelihood Track is a course that provides the students with meaningful and proactive learning. The schools are given very serious responsibilities such that greater expectations are placed on their capability to mold future citizens for increased and effective participation in national development. Laboratory facilities, resources and instructions have to be evaluated if they fit existing needs and demands for the successful achievement goals.

METHODS

This study utilized the descriptive method of research. The questionnaire was the main instrument used to gather data. The descriptive statistics such as frequency, percentage and arithmetic mean were used to analyze the data. A sample size of one hundred TVL students and Twelve TVL Teachers served as the respondents in this study.

RESULTS

The significant findings were as follows: As to demographic profile of Teachers in terms of area of specialization, out of 12 TVL Teachers, 3% was specialized in Driving NC II, while 10% were SMAW NCII, 13% were Housekeeping, 3% in Mechatronics, 7% in Cookery, 3% in Electrical (EIM), 10% in Bread and Pastry,

DISCUSSIONS

The teachers perceived the "Teachers' Competence" as average level (Competent), the same with the students who perceived the Teachers' Competence" as average level (Competent) with average mean of 3.66 and 3.55, standard deviation of .29138 and .25912, respectively. The adequacy of facilities and equipment, classrooms, laboratory/shops, and equipment and supplies as Partially Adequate and Functional" with a grand means of 2.05 (teachers) and 2.38 (students) and standard deviations of .34983 and .34422. The obtained computed t- value which is 5.2304 with a tabular value of .000 level signifies significant differences between the teachers' rating against the rating of the students regarding teachers' competence in Technical Vocational Livelihood Track.

KEYWORDS: Technical-Vocational Livelihood Track, NC II, Trainers' Methodology, Area of Specialization

SUBMISSION ID: R04A-IMUSC1-0107

Evaluation of the Implementation of RA9482 Also Known as Anti Rabies Act in Barangay Tabon Ii Kawit Cavite

Adrian Iguet & John Paul Ortaleza, Department of Education, ETTMNHS

Abstract

INTRODUCTION
According to the Health World Organization (2000), there is 4 out of 10 people victims of animal bite and after they implement the law the victims have been lessen. This study refers to the RA9482 including Anti Rabies Act of 2007 enacted by the senate and house of Representative of the Philippines in congress assemble. An act providing for the control and eliminate the human and animal rabies. Hence, this research was conducted to evaluate the level of implementation of RA9482 of the Barangay Tabon II as perceived by the resident pet owners.

METHODS
The study focused on Barangay Tabon II, Kawit. Fifty (50) residents answered the prepared questionnaire of the researchers based on the article that the researchers had studied, including the Chairperson of the Barangay. The study was conducted to evaluate the level of compliance of the residents about Rabies Virus, the researchers went to each house that has pet animals and distributed the survey questionnaire. The data collected were interpreted through quantitative analysis.

RESULTS
Based on the survey outcomes, most of the respondent were married couple that has 64% while single has 36% and many of them are male pet lover that has 56% and female is 44%. They all provided their dogs with proper grooming, adequate food, and clean shelter meanwhile their highly observed including the assistance to the dog bite victim immediately and shoulder the medical expenses and other incidental expenses relative to victim's injuries. However, when submitting the dogs for mandatory examination and registered for accurate record had moderately observe. In addition, the compliance of the Local Government Units (LGUs) in how they implemented it to the Barangay based on the observation of the residents, allocating funds to augment of the implementation in national rabies prevention and control program, particularly on the financing of supplies and human and dog vaccines needed for immunization and ensuring that all dogs were leashed or confined within the premises of the owner's house were moderately observe either.

DISCUSSIONS
The evaluation showed that the implementation of RA9482 also known as Anti-Rabies Act were effectively implemented to the Barangay Tabon II Kawit, Cavite most of the resident were married couple and pet lovers and majority of them were male. Furthermore, the data gathered by the researchers showed how knowledgeable they were in Rabies Virus (RBv) to protect and promote the right to health of the people and the owner was the responsible to their pet/s.

KEYWORDS: RA9482 (Anti Rabies Act)

Evaluation of the School - Based Crafted Child Protection Policy of Padre Imo Luna Memorial Elementary School (PILMES)

Arlene Atienza, Department of Education - San Jose

Abstract

INTRODUCTION

Evaluation of the level of implementation of the prevailing Child Protection Policy must then be acknowledged to gauge its effectiveness and efficiency. Through this process, the school may be able to arrive into a more comprehensive measure that may, at the course of time, enable the school to create a more across - the - board implementing procedures. Moreover, this study intently deliberates the level of implementation of the Child Protection Policy as perceived both by teaching and non - teaching personnel of PILMES. This study then yields to identify important points that may steer for a thorough revision of the current policy, if needed.

METHODS

This was a descriptive qualitative research which intends to evaluate the current status of the school - based crafted Child Protection Policy of PILMES as to its level of implementation.

The respondents of the study were identified national item position currently employed at PILMES, including one non - teaching personnel. Varied data gathering procedures were used by the researchers such as the survey method, open ended questions and focus group discussions. Instruments of the study were checklist, questionnaires, and focus group discussion guide.

RESULTS

It has been evident that the school's crafted CPP needed improvement in the reporting and monitoring systems to meet the standards as referred by the department. Linkages and coordination with the community must also be set into priority to help improve the implementation rules and policies as indicated in the drafted CPP of the school.

DISCUSSIONS

The results of the survey checklist highlighted a higher rate of implementation level. Frequency level on each item manifested are far higher than those which are not present, referring to programs, policies and/or procedures. This indicated that the existing CPP of PILMES was effective though it needed revisions and modifications in certain points. Presence of the written school - based CPP has been noted to be one of the most significant factors being considered. Intensified information dissemination system through the use of social networks was also evidently helpful.

Key points were identified to have caused failure such as incomplete notions in the school's disciplinary procedures, mapping of available resources in the community to attend to the needs of children is inconsistent, and poor feedback mechanism to monitor the existing policy, which therefore hindered the success of the implementation of the school based CPP proceedings.

KEYWORDS: CPP evaluation, implementation procedures, teaching and non - teaching

SUBMISSION ID: R04A-BATANP-1983

Evaluation, Articulation, and Production of Flexible Learning Options (FLO) Modules as a School Initiated Intervention for Students at Risk of Dropping Out

Fortunato, Jr. Bacus, Department of Education

Abstract

INTRODUCTION
It is always a constant challenged in Tupi National High School that there are always a categorized number of students who tend to leave school during the third quarter of the calendar year for the reasons that they are working. They live in a mountainous area and have served as laborers, some are married, and most had already recorded of leaving the school every school year. It was in these premises that Flexible Learning Options (FLO) study was conceptualized as the school-initiated intervention (SII) to keep these students in school.

METHODS
This study was conducted among the one hundred thirty (130) OHSP/FLO students in Tupi National High School SY 2016-2017. The participants underwent orientation and were given the Independent Learning Readiness Test (ILRT) to determine the individual readiness help the teacher determine a learner's reading level. This study employed descriptive by using frequency distribution and Mean(x) to describe the independent reading inventory of the learners. It was found out that most of the FLO learners were categorized under Instructional Level with a computed mean of 1.81 or 2, this would describe that the participants demonstrated the competencies with some supervision/ assistance from the teacher. Thus, instructional level signaled an area of difficulty.

RESULTS
It was found out in the study that among eight (8) subject areas, Filipino and English subject competencies were not aligned in the K- 12 learning competencies. For Araling Panlipunan, only Grade 10 FLO modules were not aligned in the K-12 learning competencies. The researcher was able to articulate and produced K-12 aligned ten (10) competencies for each subject area that is good for ten (10) Saturdays or 10 meetings as one of Tupi National High School's Initiated Intervention practices for students at-risk of dropping out.

DISCUSSIONS
Based on the result, there is a need to revisit and revise the modules particularly the Project-Ease modules which are used by the Open High School Program (OHSP) teachers and students. This study needs further research and innovation for the improvement of modules for the Open High School Program (OHSP).

KEYWORDS: Flexible Learning Options (FLO), Students At-risk of Dropping Out (SARDOs), School Initiated Intervention (SII)

Order No. 8, Series 2015 in Schools Division Office of Tabaco City

Teresa Buasan, MATHED, MEA

Abstract

INTRODUCTION
In support to the progressive rollout of the K to 12 Basic Education Program (BEP), the Standards-and-Competency-Based (SCB) grading system is implemented through Department of Education Order No. 8, series 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 BEP. Schools Division Office (SDO) of Tabaco City, through the School Governance Operations Division (SGOD) - School Management Monitoring and Evaluation (SM M&E) section, is mandated to ensure the effective implementation of existing assessment policy. This action research is a systematic undertaking of monitoring and evaluation of Department of Education Order 8, series 2015 implementation from SY 2015-2016 to SY 2017-2018.

METHODS
Descriptive method of gathering data from participants was used. The Continuous Improvement (CI) methodology of listening to the Voice of the Customer (VOC) like participation in online survey was undertaken. Frequency and percentage were used to analyze results. Issues and concerns were tabulated and described.

RESULTS
The result in this action research were considered authentic because most of them were generated from the voices of the teacher-user who participated in the online survey. The issues and concerns stated were the presence of concepts / theories in assessment that were not clear to teacher-users, issue on determining honor pupils, problems on rating and giving awards related to core values, request for inclusion of the DO 8,s 2015 topics in SLAC and need of support for effective implementation of the said assessment policy. The features of the DO 8, s. 2015, the teachers considered as hindering factors were the critical concepts and theories not clearly understood by teachers. The eminent ones are Zone of Proximal Development (ZPD), Cognitive Process Dimensions (CPD), Written Work-Performance Tasks-Quarterly Assessment (WW-PT-QA), Components of summative assessment, Recomputed Grades, and Classroom Assessment.

DISCUSSIONS
This study uncovered priority improvement areas, which serve as beneficial outcomes to coming up with following the recommendations:
(1)
                                                                                                              T
A providers use the results as basis for Learning and Development Needs Assessment (L&DNA) to provide appropriate intervention; (2) schools heads request from the researcher the result of the on-line survey of their respective schools so that direct need of teachers related to this study can be addressed during the conduct of School Learning Action Cell (SLAC); and (3) Private School teachers may also be submitted to the same on-line evaluative analysis on DO 8,s.2015.

KEYWORDS: Classroom Assessment, Grading System, Voice of the Teacher-User

Every "JUAN" a Reader - a Localized JONHS Reading Program Towards the Development of an Enhanced Program

Gladys Biscocho

Abstract

INTRODUCTION
Reading is the most fundamental part of education. It opens the door to number of opportunities from growth and development. Bringing all children to literacy in years of schooling is not an easy talk. It requires collaboration among educators and parents to identify the needs for additional literacy. In this study, the researcher has felt the need to assess the impact of the localized reading program on freshman students' performance in the periodical test of JONHS in Tanauan City as basis for an enhancement program.

METHODS
The respondents were the 45 grade seven students who were categorized in frustration level and two non - readers. They were selected to comprise the sample using the result of pretest of oral and silent reading. Sight words were given to each student per week. Subject teachers especially those with English as a medium of instruction used the sight words in teaching to familiarize students with the words. Follow - up activities such as spelling bee, peer reading, sight words meaning, and sentence construction were done to ensure mastery of the common sight words given to the students under the program. Statistical treatments applied to the data of the study included the frequency and percent distributions, the simple mean and mean percentile score.

RESULTS
There were 150 sight words mastered by the learners. The percentage of accomplishments per activity was notable. 85% for the use of sight words in every classroom discussion; 80% for spelling bee and for the use of the sight words in a sentence was 93.75%. Based on the MPS results of the periodical tests given in the third and fourth quarter, there was a significant increase in students' performance in the periodical test. Post test results of oral and silent reading indicated that from 45 students, 38 students leaped as independent readers.

DISCUSSIONS
Teachers were successful in motivating and challenging the students to do the reading activity through an organized plan which include its specific objectives, learning tasks and expected outcomes. The students felt the confidence that the said activity can be done with sight words posted inside the classroom. Hence, the researcher believed that there should be a localized reading program in all schools in the division in as much as all avenues or strategies should be considered just to improve the students' knowledge. It was also recommended that future researchers on reading program utilize relatively large sample sizes and, if possible, employ experimental type of investigation.

KEYWORDS: JONHS - Janopol Oriental NHS; MPS -Mean Percentile Score

SUBMISSION ID: R04A-TANAUA-0100

Every Teacher is a Counselor: Imagineering the Classroom Managers' Activities in Counseling Students

Cherry Del Campo, Merry Joy Ching, & Delon Ching

Abstract

INTRODUCTION
Not all public schools in the country have Guidance Counselors that is why some classroom managers were tasked to become teacher-counselors. However, one designated counselor is not enough to handle populated school and to maximize the peace and order and strictly monitor students' academic development, classroom managers are expected to partner with them in classroom base. The main objective of the study is to assess how school teachers involve themselves in several activities related to counseling students. Comparing their current practices to what they imagined/ expected to do which leads to their effectiveness as counselors.

METHODS
Descriptive research design through survey is utilized in the study which is participated by 35 randomly selected teachers in Looc Integrated School for SY 2018-2019. A holistic development of teacher-counselors capacity which is limited in the discussion of how teachers perform counseling with their students with academic, attitudinal and home related concerns. A survey was administered and assessed the actual and expected duty of classroom managers in counseling students.

RESULTS
The study revealed that most teachers worked 21%-40% of counseling duties in a day for almost 10 years and below experience. It also showed that there was a significant difference between teachers' estimated practice of counseling activities to what was desirable. It was evident that most of them seldom do it on a typical day compared to often times standard which meant that they were somewhat effective in counseling. They were more comfortable of dealing with individual counseling than in program evaluation and assessment which was the same preference of their school administrators.

DISCUSSIONS
Proper facilitation of individual counseling should be discussed in School Learning Action Cell (SLAC) since this was the most convenient way teachers do to counsel students. Classroom managers were advised to do counseling often times and this could be done through devoting greater percentage of counseling duties wholeheartedly. They should also work hand-in-hand with the teacher-counselors or guidance counselors assigned in the school for the proper way in counseling students, this will lead to a more effective attribute of a counselor.

KEYWORDS: Teacher Counselor, Classroom Managers, Counseling Students

SUBMISSION ID: R04A-CALAMB-0385

Evolving an Instrument to Measure an Effective School

Viviene Lei Dela Paz

Abstract

INTRODUCTION

The purpose of this study is to evolve the indicators of an effective school climate. Specifically, this study seeks to answer the following questions: (1) Identify the dimensions of an effective school; (2) Enumerate the indicators of an effective school as perceived by top management, teachers, parents and students in terms of: Leadership Skills, School Curriculum (Content, Teaching Processes, and Assessment/Evaluation); School Facilities; Students Services; and School Culture; (3) Explain the significant differences in the perceptions of the four groups of respondents in terms of dimensions of school climate mentioned above.

METHODS

This study utilized the descriptive-qualitative method of research. Its main concern was to evolve with indicators placed in five dimensions of an effective school climate. The school dimensions namely: leadership, curriculum (content, processes, and assessment/ evaluation), school facilities, student services and school culture. Perceptions of the respondents were gathered through the accomplishment of a 58-item instrument. The responses varied along a four-point scale verbally described as Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The data gathered from the survey questionnaire were subjected to statistical analysis that included frequencies, percentages, means, standard deviations, and the F test. The F test was used to determine if a significant difference existed among the means.

RESULTS

The results of the study revealed that the dimensions of an effective school were leadership, curriculum (content, processes, and assessment/evaluation), school facilities, student services and school culture. There was a significant difference in the stakeholders means perceptions in terms of leadership, curriculum, and school facilities. It appeared that the concerns of management were more understood by school administrators and teachers as expected more than students and parents do.

DISCUSSIONS

In line with the conclusions drawn from the findings of this study, the following recommendations were made: (1) Management of an effective school should focus on leadership, curriculum and school facilities, school managers should provide more forums and workshops;
(2)
Sc
hool managers must use the developed instrument to gather information on school dimensions of effectiveness; (3) The developed instrument can also be used to identify the school variable to be enhanced.

KEYWORDS: vldp

SUBMISSION ID: R04A-RIZALP-0110

EWPT (Essay Writing Progress Test): A Supplementary Monitoring Tool to Mitigate the Common Errors in Grammar Form and Structure

Noel Bernales

Abstract

INTRODUCTION

Teaching grammar is not an end in itself, but it is a means to an end. To understand the nature of the language, we must understand the nature of grammar. Grammar competencies are the least learned areas of learners in the English language. Based on the SLP (School Learning Profile) of Grade 8 ESEP class conducted at the end of school year 2016-2017, indicated that learners scored lowest on grammar related competencies. Still another gap is that Department of Education has not issued English 8 textbooks to school.

METHODS

The tool was researcher-made and have been practiced by the researcher for five years. On its first three years, the tool has undergone changes, revisions, and has ripened by repeated acts of applying. It was implemented in the Grade 8 ESEP class, with 30 learner respondents. The researcher dedicated an hour of instructions to learners as to the process of operating the tool. They were oriented in each indicator and special functions of each table. It was a four-week progress test that learners will get to engage during the English class hour of the researcher.

RESULTS

The results showed that with 30 students in the ESEP class, students get the lowest percentage score in week 2 (see column 2) with 74.8%. Students got the highest number of errors committed using CONJUNCTIONS and TRANSITION DEVICES which made the narrative essay as the hardest type of essay for the learners to accomplish.

On one side, the table also revealed that with the average rating of 10, respondents got the lowest score in applying GRAMMAR RULES & USAGE specifically in Original Writing Stage. It was empirical that students have the highest number of errors committed in applying correct grammar to their writings.

DISCUSSIONS

An interactive classroom must embody the following principles in learning; (1) Students must be busier than the teacher who is just a facilitator; (2) Learners get to be more attached and engaged when learning activities are customized or contextualized according to their experiences particularly in writing attempts; and (3) Addressing the gap or problem in real classroom settings require classroom practices that are sustainable and continuous.

KEYWORDS: Grammar Competencies, Mitigate, Customized, Contextualized

SUBMISSION ID: R013-SURSUR-0099

EX.P.L.A.IN. for Grade 5 (Experimental Research for Proficiency in Language through Assessment and Intervention) - a Basis for a Language Enhancement Program

Arlan Fellger Pilpil & Lerma Angue, Department of Education - Cavite, Palangue 3 Elementary School

Abstract

INTRODUCTION
In the K-12 Curriculum, it has been emphasized that language is the basis of all communication and the primary instrument of thought. Thinking, learning, and language are interrelated. Language is governed by rules and systems (language conventions) which are used to explore and communicate meaning.

And last February 21, 2018, GMA News reported that the level of English proficiency of College graduates from the Philippines is lower than the target English proficiency of High school students in Thailand.

In light of this development, the researcher aims to explore some ways so as to assess and improve the English competency of the twenty-six (26) Grade V pupils of Palangue 3 Elementary School.

METHODS
The experimental method of research design was used and was conducted to the twenty-six (26) Grade V pupils of Palangue 3 Elementary School. Using a quantitative approach, the researcher has conducted a pretest which was used as a basis for intervention and post-test to assess the pupils' progress.

The statistical treatment each part of the test was done separately. The pretest was conducted on September 10-11, 2018. After which, the intervention was conducted for 60 school days during the class period of Remedial Teaching. On December 14 and 17, the same test was given to the pupils as a post-test.

RESULTS
After conducting the pretest, it was concluded that the pupils needed an intervention program that will help to enhance their English proficiency. Among the domains that were assessed, the speaking skills of the pupils was proven to be their weakest. It was also revealed that knowing the language did not necessarily translate into articulation of thoughts.

However, after 60 school days of the intervention, the result showed that there was a significant improvement in all of the assessed domains. Therefore, the class passed each part of the test.

DISCUSSIONS
The results demonstrated the need for the continuation and further improvement of the intervention program for the pupils until the end of the school year. It was highly suggested that the intervention should be expanded by proposing an English Language Program next school year.

The question of the inconsistency of the MPS in the post-test result of this research in contrast to the MPS of the Second Quarterly Test (70.92) in English became apparent. As such, the researcher made the concluded that the Quarterly Test assessed for the Mastery of the Competencies in the English Curriculum and not the Language Proficiency as a whole.

KEYWORDS: Language Proficiency, Speaking, Writing, Reading

SUBMISSION ID: R04A-CAVITP-0158

**Examining the Impact of Facebook in the Emotional Status of Grade 11
Students of Looc Integrated School**

Christine Corpus, Looc Integrated School

Abstract

INTRODUCTION

Facebook was initially limited by the founders to Harvard students. In 2006, Facebook was extricated worldwide. Later on, this platform allows users to connect to hundreds or even thousands of people around the world. A lot of people nowadays use Facebook for socializing. People have now become engaged with each other by posting or updating their profile or personal information. This made Facebook one of the symbols of globalization. The researcher conducted this study to scrutinize the impact of Facebook in the user's academic performance, mental health, and social interaction that can be obtained by using this platform and to know its benefits.

METHODS

This study used a Descriptive Research Design under Qualitative Approach. The researcher conducted a study in Looc Integrated School where five (5) respondents were randomly selected among Grade 11 students from Batch 2017-2018 for interview and observation of the study. Thematic analysis was used for the treatment of data to help the researchers make sense of seemingly unrelated material. It was used to analyze qualitative information and to systematically gain insight and knowledge from data gathered.

RESULTS

Researcher found that the respondents are more grateful for their study time because according to them, they use Facebook only when they have free time and when their work is over. That is why using Facebook has no effect on their GPA or school success. Some of them rely on Facebook where they used it to ease their loneliness, excitement, and especially when they are bored because, for them, Facebook gives them chills and enjoyment. But in terms of social interaction or expressing themselves, they prefer using face-to-face interaction or talking to people rather than using Facebook or online contact. They said that they cannot see people's emotions or feelings if they communicate through Facebook chat. That is why they choose to communicate face to face than through online communication with someone and socialize with other people.

DISCUSSIONS

Based on the result of the study, Facebook affects the students in many factors. According to the interview, students manage their time when using Facebook. Thus, the students' academic success is not affected by using Facebook. It also has a positive effect on their mental health because students said that Facebook helps them ease their loneliness and that it gives them chills and enjoyment during social interaction. Most of the students choose face-to-face interaction rather than using Facebook or online platforms for socializing.

KEYWORDS: impact, Facebook, emotional status

SUBMISSION ID: R04A-CALAMB-0399

Excel in GenMath: Using Spreadsheets in Teaching and Learning Piecewise Functions

Jeanne Marie Lago, Cuenca Senior High School

Abstract

INTRODUCTION

In promoting algebraic thinking and problem-solving, the use of spreadsheets or Microsoft Excel has offered a number of advantages. Excel functions may be directly used in translating and creating formulas for more efficient and accurate calculations. This study is aimed at exploring the use of spreadsheets (mobile Excel) in teaching and learning piecewise functions in General Mathematics to Grade 11 students.

METHODS

Using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) Model, lessons were prepared. A Quasi-Experimental Design was used to analyze effectiveness of teaching piecewise functions by using mobile Excel. Two groups, ABM 1101 and ABM 1102 were conveniently chosen as the control and experimental groups, respectively. ABM 1101 was taught using mobile Excel while ABM 1102 was not. The groups' pre and posttest scores and performance task mistakes were compared.

RESULTS

It was found out that both groups performed better in the posttest than in the pretest. Overall, in both sections, learners scored higher in the posttest (M = 35.8, SD = 26.9) than in the pretest (M = 19.7, SD = 13.7). ABM 1101 (M = 37.1, SD = 27.5) learners who were taught with the use of Excel in the classroom scored higher than ABM 1102 (M = 34.4, SD = 26.5). Learners also were generally able to come up with a tax calculator using their mobile Excel's If-Then-Else function given a tax table. Fourteen (14) learners were chosen for a discussion on the use of spreadsheets in teaching and learning functions using spreadsheets. The participants believe that learning piecewise functions together with the use of spreadsheets will be useful for them in the future. They pointed out that instead of manually computing for values, formulas may just be created so that outputs will automatically appear.

DISCUSSIONS

This indicates that the use of spreadsheets may be integrated in teaching and learning applications of piecewise functions. As a result of the interviews conducted, learners are generally happy about their Mathematics class when spreadsheets are used. They believe that the skills taught to them on using piecewise functions and using spreadsheets will be of help. This suggests that spreadsheets may be explored in teaching and learning other topics in General Mathematics or even in other subjects. With these results, a teacher's guide was developed that aims to assist teachers and learners in using and applying piecewise functions with mobile Excel.

KEYWORDS: Spreadsheets, Mobile Excel, Piecewise Functions

SUBMISSION ID: R04A-BATANP-1233

Expectations of Grade 11 Students on Physics: A Basis for Instructional Materials Development

Inocencio M. Duhan, Kristel Ann Alday, & Ramona V. Dimalaluan, Department of Education

Abstract

INTRODUCTION
This study explores the students' attitudes, beliefs, and assumptions about Physics and how these attitudes, beliefs, and assumptions can be used as basis for the development of instructional materials.

METHODS
The researchers used the Maryland Physics Expectations (MPEX) Survey and a Likert scale questionnaire developed to probe some aspects of what to call student expectations. The factors include independence, coherence, concepts, reality link, Mathematics link, and effort. The survey was used to measure the distribution of student views at the beginning of the Fourth Quarter in 9 sections of both the Academic and Technology Vocational and Livelihood tracks of Balayan Senior High School.

RESULTS
Results revealed that Grade 11 students believe ideas learned in Physics are relevant and useful in a wide variety of real-life contexts. They also made the effort to use available information and tried to make sense of it. Learning materials were anchored on three factors: reality link, effort, and independence. Physical Science (Physics) learning modules contain substantial information and parts of the module to provide effective instruction to the students.

DISCUSSIONS
Modules were developed to promote independent learning, maximize students' effort, and develop self-reliance. Thus, the researchers recommends more studies on the effectiveness of modular instruction as related to academic performance and other factors such as gender, age, and economic status of students. Providing adequate modules focused on other learning competencies in Physical Science is also recommended.

KEYWORDS: Grade 11 students' expectations, Maryland Physics Expectation (MPEX) Survey, Instructional Materials

Experiences and Challenges in Automotive Instruction at Governor Feliciano Leviste Memorial National High School

Ronald Allan Reyes, Department of Education/GLFMNHS

Abstract

INTRODUCTION
Teaching and training future skilled workers in the Philippines was entrusted by the Aquino government to the Department of Education (Department of Education) through the establishment of the K-12 Program before his term ended. Under the program was the ultimate end where students can gain from the program— Trabaho, Negosyo at Kolehiyo. Through this, the educational system focused on the development of skills of the learners. Students must be aware of the career that they will pursue. Teachers and students under Technology and Livelihood Education undergo different assessments which determine their capability in the field or major courses that they choose.

METHODS
The qualitative method of research was used in the study. As the term implies, its main purpose is to describe certain phenomena. For this reasons, some authorities in research described it as a fact finding information gathering method with analytical interpretation. It was designed to collect information about present and existing conditions. The use of the descriptive method lies on the fact that the study is essentially a status trend that seeks to describe the experiences and challenges of Automotive Servicing Instruction at Gov. Feliciano Leviste Memorial National High School.

RESULTS
Findings reveal that experiences in automotive servicing instruction were of great help in developing the skills of the students. Competencies were tackled by the teacher. Learning resources were sufficient as stated in the study. Hands-on activities served as assessment tools in measuring learners' proficiency. Challenges on the delivery of instruction on Automotive Servicing were also experienced by the teacher.

DISCUSSIONS
From the data obtained, it was recommended that teachers should be given opportunities to attend seminars, workshops, and trainings related to Automotive Servicing Instruction, new strategies, techniques and approaches, and instructional materials with features functional in the new curriculum. Students must be engaged in the different skills enhancement trainings in connection to their major course. The Proposed Intervention Program was the output of the study which addresses the needs of the teachers and the students with regard to improving the learning process. The Intervention Program, when properly implemented, will make every student fully-equipped with automotive skills ready to take on the challenges on their future careers.

KEYWORDS: Automotive Services, Curriculum Instruction

SUBMISSION ID: R04A-BATANC-0338

Experiences in Handling Multigrade Classes: Basis for Intervention

Cerilo Jr. Espinosa, Chenie Jay Villauslada, & Leo Lestere Tao-Tao, Department
of Education

Abstract

INTRODUCTION
Multigrade classes have been made possible for children in remote communities and rural areas to exercise their right to education. The purpose of this Phenomenological Hermeneutics Study is to describe the experiences of teachers in handling multigrade classes and to design interventions to enhance its implementation.

METHODS
In the process of gathering needed data, the researchers used the immersion experience of being multigrade teachers of Saliluk L. Macantal Elementary School, Southwest Alabel District. Moreover, to strengthen its validity, the researchers conducted personal, in-depth interviews to get the necessary information needed to prevent some biases. After conducting in depth-interview, participants' responses were transcribed and analyzed.

RESULTS
The data gathered was categorized into four themes: (1) diversity of learners; (2) hindering factors in teaching; (3) facilitating factors in teaching; and (4) emotion diversity. The multigrade teachers have the same idea with regard to how multigrade teaching should be done. They perceive that teaching multigrade classes is a challenging task because of the setting and the tasks to be done and accomplished during the school year. They cited that multigrade teachers must have patience, love of work and children, dedication, passion, innovation, and diligence.

DISCUSSIONS
As to the feelings of teachers in handling multigrade classes, diversity of emotions emerged as the only theme. Most of the participants feel negative when they are about to teach because they really don't know how to do it. But happiness is felt by some when they see that their pupils are learning and enjoying the tasks. Teachers should embrace the real situation and be creative and innovative in dealing with their class. This research is a qualitative study which involved in-depth interview among seven participants. The result may be subjective because it is within the control of the researcher. Phajane (2014) also found out that the experiences of multigrade teachers vary from one place to another because in many developing countries, multigrade schools often lack educational materials, appropriately trained teachers, and efficient supervision. On the other hand, in some countries, multigrade instruction is highly-regarded where teachers receive training on how to deal with multigrade class and were given incentives and support.
multigrade instruction and diversity of learners,

Experiences of Grades 7-10 Children of Overseas Filipino Workers of Recto Memorial National High School in Tiaong, Quezon: Basis for the Formulation of Program for Children of OFWs

Nadel Barin, Department Of Education/ Recto Memorial National High School

Abstract

INTRODUCTION
Overseas Filipino Workers (OFW) are the country's modern heroes because of their contribution to the Philippine economy. Yet, the effects of overseas employment to their families especially to their children left at home are manifested in student performances in school, especially to students' attitudes. Committed to the Department of Education Vision and Mission and Department of Education Quezon's advocacy, "Bawat Bata Kinakalinga," this research aims to identify the possible root causes of its different effects and come up with different ways of promoting effective assistance to the OFW children to understand and accept the so-called edges of being a child of an OFW.

METHODS
The study used Triangulation in conducting an in-depth descriptive comparative research and exploration of the experiences of Grades 7-10 children of Overseas Filipino Workers. Four research instruments were used to interpret data: frequency-percentage distribution, weighted arithmetic mean, t-tests, and ANOVA. Purposive sampling was employed since the target respondents were children of OFWs.

RESULTS
The results reveal that most of the Grades 7-10 children of OFW are female. The highest number of respondents came from Grade 7. Most of the parents working abroad were mothers. The common age of respondents when their father and/or mother left to work abroad was 6 years old and 2 years old when both parents left. Parents who were OFWs were working abroad from 1 to 5 years. The common caregivers of the children of OFWs were mothers. The Grades 7-10 children of Overseas Filipino Workers have seldom experienced the physical, mental, and emotional aspects of development while they often experienced the social and spiritual aspects.

DISCUSSIONS
The results demonstrate the need for a special program for children of OFW with trainings/workshops for teachers to increase their awareness on the conditions of children of OFWs. Teachers' guidance and appropriate approaches such as positive atmosphere and special counselling to affected OFW children are contributing factors to make them understand the real situation. Parents working overseas and the children caregivers' full awareness of what is going on in their children's lives are expected outcomes of the program.

KEYWORDS: experiences, physical, mental, emotional, spiritual, social, children of Overseas Filipino Workers, program

SUBMISSION ID: R04A-QUEZON-0330

Experiences of selected G11 HUMMS students regarding Verbal Emotional Bullying

Ebigail Joy S. Rubio, GMATHS

(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

Emotional bullying is a type of bullying wherein the bully tends to offend the other person through words. One might not realize he or she is an emotional bully. Teasing is part of our childhood but there are times that it reaches to an extent considered as a form of bullying. Bullying in school is an issue that continues to receive attention. The primary objective of this research is to investigate the effects of bullying in the G11 HUMMS students of General Mariano Alvarez Technical High School.

METHODS

The respondents are G11 students who experience bullying. Researchers used homogenous sampling-purposive sampling. The researchers used a self-made questionnaire checklist for the student's profile.

RESULTS

The effects of emotional bullying include being easily manipulated or controlled by someone, frequent crying, being aggressive, and depression that can lead to suicide. It can cause trauma and lead to the point that victims have a hard time communicating with others and choose not to go to school. They also get low self-esteem.

DISCUSSIONS

The study shows that being suspected victims of emotional bullying is not something to disregard. They are afraid to talk to other people because they think that they may hurt them. When someone experiences it, they need to seek help immediately even if they can still handle the stress because when neglected, it can lead to depression which is hard to handle. It is recommended to have someone to talk to, use the Compliment Game, and have a stable relationship with God.

KEYWORDS: emotions, bullying, students, high school, gmaths

Experiences of Senior High School Teachers: Basis for a School Community Partnership Program for Senior High School Curriculum Implementation at Amado M. Quirit, Sr. National High School

Cecilia Duero, Department of Education

Abstract

INTRODUCTION

Amado M. Quirit National High School recorded an enrollment of 28 students in Senior High School for School Year 2015-2016. Presently, only 22 students are enrolled in Grade 12. On average, only 60% are present everyday (SF2). Moreover, the teachers also experience the effects of a lack of facilities and equipment and other instructional materials. This pushed the researcher to conduct a study on the experiences of Senior High School teachers at Amado M. Quirit Sr. National High School, to assess the progress of the program, and plan an enhancement measure to improve its implementation.

METHODS

This study used qualitative method in exploring the experiences of the seven (7) Senior High School teachers at Amado M. Quirit Sr. National High School. The interview technique used was predominantly nondirective. Colaizzi (1978) analyzed the data from interview through the identification of themes.

RESULTS

The struggles and success of teachers in the implementation of Senior High School education in Amado M. Quirit Sr. National High School were collated to the following common themes: lack of facilities, lack of tools and equipment, lack of instructional materials, use of technology and collaboration, regular observation, lack of LGU support, and faltering parent support. In the interview, participants revealed that school facilities are not enough. There were limited tools and equipment in the agriculture subject provided according to the agriculturist. The participants revealed that generally, the lack of instructional materials, teacher guides, learning materials, and references negatively affect them from delivering sufficient instruction. The lack of instructional materials was addressed by the provision of wide LED televisions. The principal conducted constant observations, consultation, and monitoring resulting to better lesson planning as exposed by Filipino teachers. For the local government units, it is found out that they have less support in which there were unrealized plans due to the poor response of the municipal and provincial government according to an agriculture teacher. The participants revealed that parents were not that supportive as they lack information regarding the Senior High School program.

DISCUSSIONS

The researcher posited that the school should focus more on the provision of facilities like a laboratory building, internet access, and instructional materials through the improvement of school-community partnership. An enhancement program was designed.

KEYWORDS: School Community Partnership Program, senior high school teachers

SUBMISSION ID: R012-SARANG-0006

**Experiences of Teachers on the Use of Learners Information System (LIS)
of Santiago Elementary School: An Assessment.**

Jonar Macahiya, Joyet Milan, & Michael Bautista, DCBER

Abstract

INTRODUCTION
The continuous increase of student population in public schools requires educational leaders' quality educational reforms. But such reforms will never be possible without a reliable and accurate system that will identify such needs. To address the problem, there must be an innovative tool that the department could use to manage information so that transparency, empowerment of officials down the line, and informed decision- making will be attainable. One best remedies to meet such demanding reforms is the use of technology considering the size of the education department and the number of schools in its jurisdiction. That makes it very critical for the agency to be equipped with the right information at the right time to be able to make better decisions.

METHODS
This is a descriptive qualitative research which aims to identify common experiences and problems of teachers in using the Learners Information System. The respondents of the study are the teachers of Santiago Elementary School who are identified based on the set criteria. The researchers used surveys to gather information about the problem along with data gathering tools such as checklist and questionnaire which were used to attain the objectives of this study.

RESULTS
Given the pre-identified topics, the proposed improvement plans in using LIS were as follows: (1) The school must first ensure it has a strong internet connection to avoid internet glitches and for teachers to easily access the LIS; (2) The school must design an in-service training for teachers; (3) Teachers must be given specific time when they can access the internet; (4) Using the LIS manual is very vital; and (5) To avoid wrong entry of parents' and pupils' names, records such as authenticated birth certificates and other school records from students' previous schools must be utilized and encoded seriously and accurately.

DISCUSSIONS
The results demonstrate the need for the school administrators to look into a proposed improvement plan to provide technical assistance for teachers in using the Learners Information System (LIS) like proper allocation of funds for a strong internet connection, setting an in-service training program in line with the use of LIS and ICT, and allowing teachers to have ample time to do the encoding of learners' information.

KEYWORDS: LIS, ICT, Assessment, MOOE, Internet

**Experiential and Analytical Method of Learning in Teaching Social Science
and Arts among Senior High School Students**

Angelica Dimaculangan, University Of Batangas

Abstract

INTRODUCTION

This research determines the extent of innovations and experiences of the faculty members in teaching Social Science Subjects and Arts among Senior High School students under the K to 12 Program as mandated by Republic Act 10533. The research aims to determine the innovations and effectiveness of the changing landscape of the Educational system in the Philippines.

METHODS

The study focused on the Positivism Theory. Interview and focused group discussions were used. There were 65 faculty members and students. The main instrument was questionnaire. The descriptive method was utilized to analyze the answers of the respondents.

RESULTS

In the teaching-learning process, the faculty members were able to apply the different strategies and methods in teaching to ensure quality education is given to the learners. Proper classroom management, appreciation of diversity, motivation of learning by doing, promotion of collaborative learning, and continuous learning for the development of the potentials of holistically-learned Filipino citizens were given utmost concern by promoting and instilling the objectives of Social Sciences subjects were applied. The competencies studied were used to evaluate the students' capacities and performance. Furthermore, research is applied to enhance the student's learning ability.

DISCUSSIONS

In the implementation of the K to 12 program, the students were able to grasp the competencies through the use of different strategies such as collaborative methods, Flip-lop learning, learning management system, and hands-on immersion in the different strand/tracks where the learners belong and proper motivation and reinforcement were given individually to determine the effectiveness of the program. Remediation/intervention or one-on-one tutoring were used to enable the students to learn. Education must be responsive to the needs of the ever-changing society, hence outcomes-based education is emphasized.

KEYWORDS: Experiential, Analytical, Method of Learning

SUBMISSION ID: R04A-BATANC-0328

Experiential Approach in Learning Life Cycle of Plants among Grade Three Pupils in Waldorf School of Batangas

Mia Bernadine Aguilar, Jose C. Pastor Memorial Elementary School

Abstract

INTRODUCTION
To create globally competitive pupils is the goal of education. Experiential approach is one of the effective approaches that any school can use. But how effective is this approach? In this study researcher witnessed the progress of each pupil in different subject matters and lessons especially in Science. In this study, the preparations phase, where the flow of the lesson is specified like the motivation, presentation of the lesson, activities, discussions, and application was examined. This approach can help education in attaining its goal.

METHODS
A descriptive method design was applied, with the lesson plans as the main data gathering instrument. Using an Experiential Approach, the researcher selected Grade 3 pupils in Waldorf School of Batangas as respondents. Pupils responded using different set of performances to test their learning in different lessons in Science. The data gathered were collected through documentary analysis of the Experiential Approach in learning the life cycle of plants.

RESULTS
Grade 3 pupils performed different activities through (1) distinct feature of experiential approach, (2) lessons in life cycle of plants in which experiential approach could be applied, (3) performances of the pupils in each lesson, and (4) designed activities to supplement the use of experiential approach. Grade 3 pupils have a very high level of performance which indicates that majority of the pupils understand the importance of plants. In this study, the effectiveness of the approach was seen for learning. Pupils are also motivated when they are provided opportunities for practice and feedback. There are proposed supplementary activities to enrich the use of the Experiential Approach in teaching Science.

DISCUSSIONS
The results demonstrate the effectiveness of the Experiential Approach in learning different lessons especially in Science. In experiential learning, the pupils manage their own learning rather than being told what to do and when to do it. Although it's time-consuming to see the results of each activity in every lesson, learning was retained in the memory of the pupils. Experiential Learning teaches pupils the competencies they need for real-world success.

KEYWORDS: distinct, experiential approach

Explicit Teaching: Its Implications to the Reading Level of Emergent Readers

Luz Leonila Hostalero

Abstract

INTRODUCTION
Grade 1 pupils are considered as early readers who are expected to read a large amount of text with fluency and less reliance on images. First grade is an important juncture of a child's academic career and this establishes the foundation necessary for reading development. Simultaneous with this reality, the researcher is also a beginner in teaching primary grade pupils and a neophyte in handling struggling readers. This classroom scenario becomes a daily challenge in her teaching profession which made her contemplate about what intervention she could use to support the needs of these emergent readers.

METHODS
This descriptive research was conducted among 32 Grade 1 pupils (16 boys, 16 girls) from June 2016 to January 2017 to assess them in terms of their readiness to read. The SREA showed that majority of the pupils were not ready to read. Furthermore, the Phil-IRI was also used to classify pupils according to their reading level. Reading level was classified into Frustration, Instructional, Independent, and Non-reader.

RESULTS
Reading level of pupils was determined by using the Phil-IRI assessment tool. During the pretest which was conducted in June 2016, there were 5 boys classified under Frustration, 2 boys under Instructional, and 9 under Non-reader. This data indicates that during the pretest, more than half (9 out of 16) of the boys could not read.

DISCUSSIONS
Among the girls, it was found that during the pre-test, there were 4 girls under the Frustration level, 5 girls under Instruction level, and 7 girls were Non-readers. Overall, half of the Grade 1 Camia pupils cannot read while there was a total of 9 pupils under Frustration and 7 pupils classified under Instructional. From the pretest results, it can be seen that, at the start of the school year, no pupil was classified under independent. This suggests the need for these pupils support from the teachers in order to read.

KEYWORDS: EXPLICIT TEACHING

SUBMISSION ID: R04A-LAGUNA-0337

EXPLITEACH: An Instructional Strategy Utilized by Communication Teachers in Teaching Language in Bucal Elementary School, Taysan District

Nerissa Bianzon, Marivic Marasigan, & Pia Paula Marquez, Department of Education

Abstract

INTRODUCTION
A critical skill in education is the ability to communicate and interpret meaning from what has been read. An individual reads words or phrases printed in text and apply meaning to it, aiding in communication and comprehension of the information read. The assimilation of this information leads to increased knowledge. Pupils with intellectual disabilities often have difficulties in communicating, which challenges educators. The researchers conducted this study to determine what best strategy should be utilized in communication to facilitate successful student learning.

METHODS
Six (6) teachers of Bucal Elementary School participated in this research by answering questions on the questionnaire. The researcher utilized interview and questionnaire in gathering information of the research. The researcher consolidated the results of the data gathered and planned to conduct innovations/interventions whatever the results are.

RESULTS
Teachers were interviewed and asked what teaching instruction is best to obtain good learning in language communication. To get accurate and valid responses, they were asked to answer the questionnaire about what teaching instruction should be best utilized to obtain better outcomes in teaching language such as noun, pronoun, verb, and adjectives. Class proficiency level was computed. Summary information was recorded for the consolidation of results to determine what teaching instruction is effective.

DISCUSSIONS
In order to determine what teaching instruction is effective for teaching language, the following questions were addressed: (1) What teaching instruction is commonly used by teachers in teaching language communication that create best results? (2) What is the importance/effect of explicit teaching to slow learners? (3) Are pupils able to participate actively in the activities given?

KEYWORDS: explicit teaching, instructional, intellectual disabilities

SUBMISSION ID: R04A-BATANP-0944

**Exploration of Grade 10 English Curriculum towards Enhanced
Communicative Competence of Grade 10 Students of Bolbok Integrated
National High School**

Ariel Abel, Department of Education - Lipa

Abstract

INTRODUCTION

With today's popularity of various social media sites, many students spend longer periods using these platforms than their academics. With this predicament, students' communicative competence is at risk. Due to the alarming gradual decline of Bolbok INHS students' English proficiency as revealed by the result of the NCAE for the last 3 years, improving the communicative competence of the students through varied interventions towards enhancing their communication skills is the main reason for the conduct of this study.

METHODS

The descriptive method of research was used in this study with questionnaire as the main data gathering instrument aided by unstructured interview. The responses of subjects to the administered questionnaire were recorded, tallied, analyzed, and interpreted. The frequency distribution table, ranking, weighted mean, t-test, and Analysis of Variance were the statistical tools used in the analysis of data.

RESULTS

English teachers perceive that students have satisfactory communication skills when it comes to decoding the meaning of words, in getting the main idea, in using the correct forms of words, and in distinguishing between facts and opinions. The communication skills perceived by the students with high importance are about getting the main idea, using vocabulary appropriately, listening to music, speaking with family members, reading books, and writing messages. In addition, highly significant differences were noted among the perceptions of the students on the communication skills needed in relation to their academic studies, whereas, no significant differences were noted on the comparison of the students' perception with regards to the extent of their communication skills needed in relation to their future professions. Finally, there is a highly significant difference on the perception of the teachers on the importance of communication skills compared to that of the students in the areas of speaking, reading, writing, and listening.

DISCUSSIONS

The results suggest that English teachers should focus on enhancing students' communication skills through varied interventions, conduct comprehensive and well-designed steps in teaching English, make continuous assessment of students' communication skills with emphasis on speaking enhancement and written output, provide thorough discussion and give more exercises to address the deteriorating ability of students to communicate and comprehend while at school and in their preparation for their future profession.

KEYWORDS: communicative competence, communication skills need

Exploring Parent-Teacher Collaboration to Improve Students' Vocabulary Skills: An Action Research

Darren Rey C. Javier & Ramier P. Jubay JR., Baras-Pinugay Integrated High School - Senior High

Abstract

INTRODUCTION

This action research was conducted not only to help students enhance their vocabulary skills through parent-teacher collaboration but also to help them realize that collaborating with each other is a vital aspect of language learning that they overlooked. While most studies focus on effective strategies to develop the vocabulary skills of the students, few studies explore parent-teacher collaboration towards the development of the learners' vocabulary skills. It is for this reason that the teacher-researchers attempted to find out the effectiveness of parent and teacher involvement in the teaching and learning process.

METHODS

The researchers used Quasi-Experimental Research in which pre and posttests were conducted to find out the significant difference in the learners' performance in vocabulary before and after exposure to parent-teacher collaboration. A training matrix was developed by the researchers to be used for the whole 1-month experimental period. The researchers employed vocabulary exercises during the experiment. In addition, during the 1-month experimental study, their parents helped the students accomplish the vocabulary tasks whenever the learners had difficulty answering the tasks. The data gathered were statistically analyzed using SPSS.

RESULTS

The results of the study were presented and discussed with reference to the aim of the study. Based on the computed mean of the pretest and posttest, it was found out that there is an increase in the students' level of performance in vocabulary. Moreover, the results accepted the hypothesis that there is a significant difference before and after exposure to parent-teacher collaboration. Lastly, intensified consultative dialogues and home visitations are proposed to further sustain the enhanced students' vocabulary skills.

DISCUSSIONS

The findings show that parent-teacher collaboration is an effective strategy to help improve students' vocabulary skills. Additionally, children whose parents are eager to help them will have a greater chance to learn a lot from school. Likewise, if parents and teachers have a consistent and open communication, they would be able to determine which areas of language learning the students need to concentrate on. Lastly, the outcomes that emerged from the study will also provide basis for planning effective reading intervention programs that involve stakeholders like parents. Indeed, the outcome of this action research can also be used as basis for future research.

KEYWORDS: parent-teacher collaboration, vocabulary skills, tiers of vocabulary

Exploring Research Competence of Master Teachers: A Mixed-Method Approach

John Nepomuceno, Department of Education

Abstract

INTRODUCTION
This investigation measures the level of competence of master teachers in the City Schools Division of Dasmariñas in conducting action research.

METHODS
The study employed Concurrent Mixed-Method Design. This research generated quantitative data derived from the survey instrument. Qualitative data was generated from the documentary analysis on the action research papers submitted by the respondents. The participants to this research endeavor were the ninety five (95) master teachers.

RESULTS
Overall, respondents have a moderate level of research competence. They have enough skills in all research aspects such as crafting introduction, developing research design, presenting research results, providing conclusion and recommendation, and writing references in APA style. However, statistical treatment/application is one of the challenges they encountered in conduct research.

DISCUSSIONS
One limitation of this study is the generalizability of its results considering the targeted subject of the research. Further, outcomes of the research, to a certain extent, are considered applicable only to master teachers in the City Schools Division of Dasmariñas. The output of this activity shall help basic education authorities in designing programs intended for master teachers specifically in the enhancement of their research competence.

KEYWORDS: competence, master teacher,

Exploring the Challenges in the Availability and Utilization of the School Library Media Center of Imus Pilot Elementary School: Basis for Improvement

Miguela Legaspi, Department of Education - Imus

Abstract

INTRODUCTION

The Department of Education Order No. 6, series 1998 specifies that a school library is very important in the attainment of the objectives of education. Its function is to make instructional materials available and provide basic services accessible to teachers and learners in order to develop positive reading/study habits and develop the ability to use those materials efficiently and effectively as tools for learning. In this light, Imus Pilot Elementary School complied with DO No. 6, s. 1998 through the conception of the School Library Media Center. It earned awards and recognition for being one of the Most Functional School Libraries in the Division of Cavite. As the years went by, the number of holdings of collection of the School Library Media Center and its other resources stagnate. Pupils no longer visit the SLMC and its main function is just to become venue for some academic gatherings. The existing facility has failed to deliver its basic school library services to its clientele.

METHODS

A mixed method of qualitative-quantitative approach was utilized. The data was gathered through analysis of the existing document-list of library collection and holdings and survey checklist done by the users. The respondents were 80 pupils and 34 teachers from Grades 3-4 and selected randomly to answer the checklist.

RESULTS

Based on the findings, 100% of the teachers use the SLMC only for monthly meeting whereas, 92.7% of the pupils totally do not have time to use it. It is recommended that the SLMC needs to be run/managed by a full time librarian to accommodate library users for 8-hours a day. Teacher-advisers should strictly observe/follow the library period to allow the pupils to use the School Library Media Center. Replacement of outdated library holdings and collection and installation of internet services for easy access to K to 12 teaching and learning materials should be done.

DISCUSSIONS

It is a sad reality that a school library which was hailed as one of the Most Functional School Libraries in the Division of Cavite is no longer functioning. Aiming to cater to the needs of the 21st Century learners, the collection should be updated and should provide good and updated source of information managed by a full-time librarian. It is expected that once the problem has been identified, ultimate solutions must follow.

KEYWORDS: accessibility, availability, utilization, School Library Media Center, holdings, collection

**Exploring the Effect of Using Models via Learning Stations on Students'
Engagement and Achievement in Circulatory System**

Ilyne Matutina & Gladys Macalinao, Rosauro Almario Elementary School

Abstract

INTRODUCTION
Through the years, the importance of Science increased noticeably. It is often perceived to be of great importance because of its links to technology and industry which may be areas with high priority for development. However, students usually find Science, as a subject, to be abstract and contained in a complex language. A way to solve this dilemma facing Science education is to make it more authentic. This study explored the effect of using models via learning stations on students' engagement and achievement in Circulatory System.

METHODS
A Grade 9 class, composed of 44 students in Carmona National High School in Carmona, Cavite, participated in the study. A pretest was given to gauge their prior knowledge about the topic. Different models were utilized in each learning station during the execution of the lesson. A posttest was also administered after the classroom instruction to assess their achievement. The achievement of the students was analyzed by comparing the results of pretest and posttest mean scores via t-test. On the other hand, students' engagement was measured by interpreting the results of the Likert-type scale and reflective journal.

RESULTS
The pretest had a mean score of 11.93 while the posttest had a mean score of 15.41 having a t-value of 8.33 which is significant at $p<0.001$. In terms of engagement, students were found to enjoy working in stations, understood the lesson more easily and thought that they contributed to lessons through working hard and active participation, and indicated that this method would help lessons to be retained more in their minds. These findings were supported by the positive feedbacks from the students.

DISCUSSIONS
The analysis of data using t-test for dependent means indicated that there was an improvement in the achievement of the students after the implementation of the strategy. In terms of students' engagement, students enjoyed working in stations because they can visualize and manipulate the models. The use of models via learning stations positively impacts students' engagement and achievement. Hence, the continuous use of this method is recommended as it promotes active learning among the students.

KEYWORDS: models, use of models, learning station, students' engagement, students' achievement

Exploring the Effects of Homoho on Students' Conception, Attitude, and Views on Types of Mixture

Chatlyn Dela Cruz, Antonio B. Del Rosario Sr. Memorial Elementary School

(Adviser: Chatlyn Dela Cruz)

Abstract

INTRODUCTION

Learning conception is a process wherein the learners remember important terms in the discussion, understand it, as well as apply it in everyday life. It is similar to functional understanding. The learners do not just know the concept but they are able to apply it in any situation as it is necessary. This study intends to explore the effect of HOMOHO (Hands-on, Minds-on, and Hearts-on) on the learning conception of the students on a specific topic on types of mixtures. Further, the researcher wants to delve on the learners' views about the approach.

METHODS

To determine the students' conception a pretest and posttest consisting of Visual Concept Questions and Multiple Choice. Two-tier Questions were utilized. A rubric made by the researcher which was also validated was utilized to assess the attitude of the pupils during and after performing the activity. A reflective questionnaire with open-ended questions was used to get the learners' view.

RESULTS

The use of HOMOHO in teaching the types of mixtures in Grade 4 students was proven effective. It was reflected on their pretest and posttest scores. There is a significant difference between the mean score of the pretest and posttest of the pupils before and after exposure to the strategy of HOMOHO in learning the concepts on types of mixtures. Students' views and attitudes were also measured using a survey questionnaire and the results show that students enjoyed the topic using the approach. Based from the observation and with the help of the rubric made by the researcher, the pupils have shown positive attitudes in performing the activity on types of mixtures. The four groups got scores ranging from 62-70 out of 80. Also, based from the students' response on the reflective survey with open-ended questions, it shows that they really enjoyed the discussion.

DISCUSSIONS

It was shown that the use of HOMOHO is very helpful for the students to understand and comprehend the learning competency on the types of mixture. It is shown on the results of the pretest and posttest scores. There is a significant effect on the students' conception with regards to the topic. The findings of the study showed that there is no such difficulty in learning and comprehending Earth Science. Learning can be fun if appropriate strategy is used to teach the learning competencies. It is therefore concluded that using HOMOHO in teaching the subject helps improve the learning conception of the students.

KEYWORDS: Students' Conception, Performance Task, HOMOHO

Exploring the Lived Experiences of Inclusive Learners with Special Educational Needs (LSEN) in Surigao City National High School

Jimieca R. Garcia

(Adviser: Ronald Allan Arcayera)

Abstract

INTRODUCTION
Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. Ideally, this process involves the individual planes and systematically-monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self- sufficiency and success in school and their community than what may be available if the student were only given access to a typical classroom education. Schools where these children study should be given special attention and care with the help of teachers and stakeholders. In Surigao City National High School, these LSENs or Learners with Special Educational Needs continue to increase in number from 10 to 17 composing hearing impaired, autistic, intellectual disability, and late development.

METHODS
For this qualitative study, an interview guide was utilized as part of the data collection procedure. This research study followed the phenomenological design which simply asked the LSENs about their experiences with the help of a SPED Focal Person. The questionnaire used contained primary and follow-up questions which asked their experiences as LSENs. The data analysis was done through summarizing the data collected during the research. The answers of the LSEN were recorded, analyzed, and summarized through recursive abstraction.

RESULTS
The results of the analysis of the interview data are presented in this chapter. The themes identified in the data include: (a) being inclusive, (b) using sign language, and (c) social communication.

DISCUSSIONS
This study was an exploration of the lives of mainstreamed Learners with Special Educational Needs (LSENs), their way of communicating with people inside/outside the school's premises, their feelings in participating in various school activities and events, and how everyone can communicate with them effectively. There were participants who experienced social isolation which was far from the aim of inclusive education that is to make learners with special needs "included," both physically and socially in a general academic class. Participants said that they found it hard to communicate since not all people/teachers understand sign language. This study concluded that there should be an additional teacher for the LSENs aside from the regular teacher/adviser.

KEYWORDS: LSENs, Special Education, Services

Exploring the Material-to-Abstract Transition in Mathematical Thinking to Increase the Performance in Math for Selected Fifth Grader Pupils

Myra Paz Sayan, Glorie Salie Medario, & Monalyn Pinulan

(Adviser: N/A)

Abstract

INTRODUCTION
The acquisition of mathematical thinking has its foundations in mastering real world concepts in early childhood. A lack of mastery with objects in the environment through the use of manipulatives can hinder the abstract thinking necessary for higher level concepts. Students need hands-on ways to interact with Math. Building on the learning theory of Piaget and Bruner, children can remember, for short periods of time, information taught through books and lectures, deep understanding, and that the ability to apply learning to new situations requires conceptual understanding grounded in direct experience with concrete objects. This study is made to offer students a real, hands-on way to explore a mathematical concept and build their own meaning. Experiences with hands-on learning can provide students with powerful learning in Mathematics.

METHODS
A Quasi-Experimental method was used in this study. Through the use of the Montessori approach in teaching Mathematics, the researchers used manipulative tools/objects to increase learning performance. A pretest posttest design was used to the target population of the Grade 5 pupils of Aguado Elementary School Annex. The pupils were given a standardized pretest using traditional teaching methods. After the test, the researchers collected data to determine the pupils who will need remediation using manipulative tools in Math. After using the tools, the researchers gave a standardized posttest to determine the effectiveness of using the manipulative materials to those who underwent remediation class

RESULTS
Almost all the pupils who underwent the remediation using manipulative materials increased their performance in Mathematics. It is based on the result of the mean and SD of the LOA. The finding of a significant difference between the pretest and posttest favors those exposed to the manipulative materials/tools. In the pretest, 16 pupils were on the poor performance level. After exposing them to the manipulative materials used in their remediation class, their performance in the posttest had increased. The LOA in Math for the Third Quarter also increased. It is evident in the Mean and SD.

DISCUSSIONS
The results of the study uphold the assertion that manipulative materials/tools offer important opportunities for students to link hands-on experience to understanding of Mathematical concepts. The hands-on activities might as well have encouraged and enabled all learners with different characteristics and abilities to benefit greatly from a variety of learning experiences provided by the approach. The researcher encouraged the teachers to develop and utilize manipulative materials in teaching especially in the subject of Mathematics. The involvement of the pupils and their ability to make discoveries will help them to improve and gain life-long learning. As Confucius said, "I hear and I forget. I see and I remember. I do and I understand."

KEYWORDS: manipulative, standardized, transition, experimental, remediation, abstract, effectiveness, performance, involvement, discovery

Exploring the Material-to-Abstract Transition in Mathematical Thinking to Increase the Performance in Math for Selected Fifth Grader Pupils

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(Adviser: Joefel Horca)

Abstract

INTRODUCTION

The acquisition of mathematical thinking has its foundations in mastering real world concepts in early childhood. A lack of mastery with objects in the environment through the use of manipulatives can hinder the abstract thinking necessary for higher level concepts. Students need hands-on ways to interact with math. Building on the learning theory of Piaget and Bruner, children can remember, for short periods of time, information taught through books and lectures, deep understanding, and that the ability to apply learning to new situations requires conceptual understanding that is grounded in direct experience with concrete objects.

METHODS

METHODS. A Quasi-Experimental method was used in this study. Through the use of the Montessori approach in teaching Mathematics, the researchers used manipulative tools/objects to increase learning performance. A pretest posttest design was used to the target population of the Grade 5 pupils of Aguado Elementary School Annex. The pupils were given a standardized pretest using traditional teaching methods. After the test, the researchers collected data to determine the pupils who will need remediation using manipulative tools in Math. After using the tools, the researchers gave a standardized posttest to determine the effectiveness of using the manipulative materials to those who underwent remediation class.

RESULTS

Based on the result of the Mean and SD of the LOA, the finding of a significant difference between the pretest and posttest favors those exposed to the manipulative materials/tools. In the pretest, 16 pupils were on the poor performance level. After exposing them to the manipulative materials during their remediation class, their performance in the posttest had increased. The LOA in Math for the Third Quarter also increased. It is in the evident of the Mean and SD.

DISCUSSIONS

The results of the study uphold the assertion that manipulative materials/tools offer important opportunities for students to link hands-on experiences to understanding of mathematical concepts. The hands-on activities might as well have encouraged and enabled learners with different characteristics and abilities to benefit greatly from a variety of learning experiences provided by the approach. We, as a teachers need to develop and utilize manipulative materials in teaching, especially in the subject of Mathematics.

KEYWORDS: MANIPULATIVE, STANDARDIZED, TRANSITION, EXPERIMENTAL, REMEDIATION, ABSTRACT, EFFECTIVENESS, PERFORMANCE, INVOLVEMENT, DISCOVERY

SUBMISSION ID: R04A-CAVITP-1437

Exploring the Reading Level of Alupay Elementary School Learners: Basis for Reading Enhancement Program

Riza De Jesus

Abstract

INTRODUCTION

Reading, as a cognitive process, is an astoundingly complex and multi-faceted activity. However, it is also common knowledge that many learners struggle to learn reading. Annually, the teachers of Alupay Elementary School face similar challenges in teaching reading to their learners. This study focused on the cognitive factors that affect the reading ability of learners in English. Specifically, this study focused on the five elements of the reading process which include Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Fluency. Embarking in this type of study, the researchers are hopeful to give light to the reading problems encountered by both learners and teachers.

METHODS

The researches employed the descriptive method in completing this research paper. All learners were given the reading assessment test to identify their learning ability. The reading ability test is composed of five sections which include items that would test the ability of learners in Phonics, Phonemic Awareness, Vocabulary, Fluency, and Reading Comprehension

RESULTS

Results reveal that Grade 1 learners got the highest frequency of learners with 5 or more mistakes in Phonics with a frequency of 10. None of the learners from Grade 4, 5, and 6 got 5 mistakes or more in Phonics. Result in Phonemic Awareness show that 12 Grade 1 learners got 5 or more mistakes while there were also learners in the higher years that got more than 5 mistakes. In terms of Vocabulary, learners from all year levels showed weakness in vocabulary skills. In terms of Fluency, the learners are given oral test flashed on a screen. Fifteen (15) Grade 1 learners and an average of 12 learners from each year got 5 mistakes or more. Reading Comprehension is also one of the manifested problems in reading in all year levels.

DISCUSSIONS

Results revealed that learners are struggling even at the lowest level which is Phonics and Phonemic Awareness. If these two elements are already difficult for the learners, the rest of the elements will be more difficult. Learners also have limited ability in other elements such as Vocabulary, Fluency, and Comprehension. Activities such as creating a Strategic Intervention Material, improving library facilities, conducting a book drive, holding reading competitions, introducing the use of e-books to learners, conducting a quarterly assessment of reading, and partnering the parents in developing the reading ability of learners are suggested for reading program enhancement.

KEYWORDS: Reading, Phonics, Phonemic Awareness, Vocabulary, Fluency, Reading Comprehension

Exploring the Technology-Driven Counseling Services for Public Senior High School

Leonisa Mercado, Taysan Senior High School

Abstract

INTRODUCTION

Face-to-face counseling is observed as a dominant technique utilized in most schools. Most of the guidance services cannot be accomplished effectively due to several factors such as ratio between counselor and students, time allotment, and lack of designated rooms conducive for counseling services. Students nowadays are uncomfortable attending face-to-face support groups. These identified factors drove the researcher to integrate technology into counseling but not to the extent that it will aim to replace the traditional way of counseling. Instead, students can use online counseling instead of or in addition to face-to-face meetings. This study explores the technology-driven counseling services for public Senior High School in Taysan, Batangas. This study has the following objectives: (1) extent of counseling needs, (2) issues and challenges of respondents on online counseling in terms of internet connection, confidentiality, and relationship with counselor and expected outcome, (3) level of effectiveness of online counseling, and (4) proposed customized and upgraded counseling approaches.

METHODS

The Descriptive Survey Method of research was used in this study. One hundred (100) volunteer-respondents were gathered because counseling is not enforced but should be willingly done by the counselees. Due to inevitable circumstances, only 18 students from Grade 11 and 21 students from Grade 12 underwent online counseling. Survey questionnaires and online counseling websites were developed. Gathered data was analyzed using mean and standard deviation.

RESULTS

The study showed results of "great extent" to counseling needs in terms of career, personal-social, character formation, mental health needs, and program management and systems supports. Interview results showed that internet connection is the major issue. They have no issues on the confidentiality aspect of online counseling. Majority of the respondents showed positive feedbacks regarding their relationship with the counselor. Few respondents preferred face-to-face counseling. A customized and upgraded online counseling service is presented and may be utilized as an alternative counseling service.

DISCUSSIONS

It is concluded that the need for a holistic counseling is high and should be addressed by the school especially the guidance and counseling center. The study also revealed that online counseling is highly effective. It is assumed that online and technology-driven counseling medium can be used as an alternative counseling service to the students.

KEYWORDS: online counseling

SUBMISSION ID: R04A-BATANP-1459

Extended Working Hours: Effect on Teachers' Performance

Don Carlo Gollena, Department of Education

Abstract

INTRODUCTION

The role of teachers in molding youth and contributing to national development cannot be undermined. Aside from imparting knowledge, instilling and strengthening values, and teaching skills to the people, teachers are tasked with preparing the youth to become responsible members of society. In this field, one can be worn out easily due to multiple tasks and long working hours. At present, overwork is one of the concerns of teachers in the field. This study determines the effect of extended working hours to the performance of teachers of public secondary schools at Padre Garcia District.

METHODS

The study used the descriptive method of research. This inquiry applied the descriptive measure to answer questions concerned with the present status of the research subject. Descriptive research methods are pretty much as they sound. They describe situations. They do not make accurate predictions and they do not determine cause and effect. This study utilized the survey and document analysis methods. In the survey method of research, participants answer questions administered through interviews or questionnaires. After participants answer the questions, researchers describe the responses given. This study applied the descriptive analytical design to determine the effect of extended working hours to the performance of teachers of public secondary schools at Padre Garcia District.

RESULTS

Overall, there is a positive attitude towards extended working hours based on the overall weighted mean of 2.55. However, the teachers disagree that working on extended working hours brings joy to them nor attending trainings and seminars during holidays or vacation, or on weekends. Teachers disagree that working on extended working hours gives extra compensation.

DISCUSSIONS

The result demonstrates the need to formulate a plan of action to lessen the work load of teachers. In managing and advising a class, a special teacher can be assigned to assist the adviser. Giving teachers time and opportunity to grow as professionals may also be considered. Teamwork was also viewed as an important part of having a good working environment. It is also important to address the needs of teachers in technology as aid in teaching their lessons.

KEYWORDS: extended

SUBMISSION ID: R04A-BATANP-0334

Extensive Reading as Motivation to Enjoy Reading among Grade 4 Pupils in Ticalan Elementary School

Lady Angelica B. Moyano & Ma. Lourdes C. Bacarro, Department of Education

Abstract

INTRODUCTION
Reading books and stories is central to human development. But nowadays, the steady decline in children's motivation to read is a serious phenomenon. An initiated and planned action wasn't necessary in the past in order to make the book "A Child's Best Friend." In the program, the researchers witnessed pupils' attitudes towards extensive reading activities. In this study, the researchers suggest some extensive reading activities that will help the pupils be motivated to enjoy reading.

METHODS
The process includes the use of self-structured questionnaires to show the result of the study regarding extensive reading activities as motivation to enjoy reading among Grade 4 pupils in Ticalan Elementary School. The study is limited to the fifteen (15) males and nineteen (19) females of Grade 4 pupils for the School Year 2018-2019. The research is limited to Grade 4 pupils to only test if extensive reading activities can be used as motivation to enjoy reading. If it is proven to be effective, then extensive reading activities will be practiced in all grade levels.

RESULTS
Results show that pupils' attitudes on extensive reading activities helped them learn to organize time for reading better and know that reading English literature is definitely a good way to improve reading skills. It had the highest weighted mean. Different extensive reading activities in class wherein silent reading during break time received the highest weighted mean. Extensive reading activities motivate the pupils to enjoy reading because it makes them gain positive attitudes towards reading. The respondents strongly agreed that extensive reading activities help them be motivated and enjoy reading.

DISCUSSIONS
Pupils' attitudes towards extensive reading probably helps them develop reading comprehension. Teachers should focus more on improving the pupils' interest in reading through the use of extensive reading and encourage them to read more. Teachers will be guided to employ the use of extensive reading activities inside the classroom. The school administrators should direct further improvement of school activities with regards to the extensive reading activities.

KEYWORDS: extensive reading, motivation

SUBMISSION ID: R04A-BATANP-1564

Extensive Reading: An Approach to Reading Comprehension of Grade Five Pupils

Rhodora Reyes, Department of Education - San Pablo

Abstract

INTRODUCTION

Extensive reading, free reading, and book flood or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading as well as facilitating acquisition and learning of vocabulary. It is believed to increase motivation through positive, affective benefits. Technology has also begun to change the role of teachers and learners. This research was conducted to find the levels of interest of the pupils in extensive reading despite innovations in modern technology. As children get older, rate of vocabulary growth increases. The author will determine their understanding of the Grade 5 pupils' vocabulary in the text they read. Further, the researcher will attempt to find improvements, if any, on their present reading comprehension.

METHODS

The researchers used descriptive method in the research. The statistical tools used were the mean, frequency, and percentage.

RESULTS

The results of the study show that pupils' activities in extensive reading had an impact in their academic performance. During the pre-assessment, 40% of the learners play with gadgets in their home after school, 18.5% help their parents, 28.8% play outside, and only 14.8% make assignments and read. After the conduct of extensive reading programs, this improved to 67% including doing assignment. Only 11% still play with gadgets, 15% help their parents, and 7% play outside.

DISCUSSIONS

Knowing students' reading interest will help teachers to connect them with books and other reading materials they'll enjoy. When teachers and the library share this information, classroom library connection collection can be developed to suit student's needs, abilities, and interest. There are many benefits of extensive reading in language learning. These include gains in reading and writing competence, oral, and actual skills, vocabulary growth, and increase in motivation, self-esteem, and empathy. Students who read extensively also become more autonomous learners. Students who read extensively also make gains in writing proficiency. This is because, as students encounter more language more frequently, through extensive reading, their language acquisition mechanism is primed to produce it in writing.

KEYWORDS: extensive reading, academic performance

**Extent of Administrative Support to the Beginning Teachers in their
Professional Development in Selected Public Elementary Schools in the
Division of San Pablo City**

Mitzhe Gae Mamino, Department of Education - San Pablo

Abstract

INTRODUCTION

The first year of teaching has been described as a time of survival for the beginning teacher— one of the most difficult and critical periods in a teacher's career. It is during this transition that teachers begin to develop the skills and habits that form their foundation for future teaching success. Many beginning teachers get discouraged and abandon their teaching careers during this time. Thus, the appropriate solution to the problem of retention of academically able teachers is the improvement of school conditions and the provisions of support for beginning teachers. This study aims to determine the extent of administrative support to the beginning teachers in their professional development.

METHODS

The descriptive method was used in the study. This study was concerned on the following aspects: (1) administrative support as perceived by the teacher, (2) professional development given to beginning teachers, and (3) relationship of administrative support to the professional development of beginning teachers. The respondents were the 110 teachers and 20 principals in the Division of San Pablo City. A validated, self-made questionnaire was used for respondents' perceptions. The mean and standard deviation were used for the perception on each variable. Spearman rho Correlation and t-test to determine the significant relationship and significant difference among the variables.

RESULTS

There's no significant difference between the perceptions of the two groups of respondents to administrative support. Both the principals and teacher-respondents agreed that factors in administrative support such as policy and regulation, resource allocation, moral and emotional support, and supervision and feedback have great effects to the perceived professional development of beginning teachers. In terms of professional development of beginning teachers, all related factors such as post graduate studies, membership in professional organization, job role/rotation, expertise rendered, research, job satisfaction, performance in teaching, and linkages are all significant to administrative support.

DISCUSSIONS

Having a supportive principal can make all the difference for a beginning teacher. Administrators must offer advice, direction, or assistance to teachers to become more effective and ready to meet the high level of expectation for the profession. High-performing schools have administrators who articulate a vision, help teachers grow professionally, and play a leading role in determining the school's climate.

KEYWORDS: Administrative support, professional development, beginning teachers

SUBMISSION ID: R04A-SANPAB-0101

Extent of Compliance to Classroom Management of Grade 9 Students in Anselmo A. Sandoval Memorial National High School

Zoila Escalona, Department of Education

Abstract

INTRODUCTION

With the advent of technology and the universal acceptance of diversity in the classroom in the 21st Century, the paradigm of classroom management of the past shifted from a one-way flow of interaction to an environment of shared responsibility and learning. From blind obedience and compliance, management has shifted to procedures which advance self-discipline with an objective of producing students who are highly innovative, creative, effective communicators, and self-directed. The contemporary concept of classroom management emphasizes on the concerted efforts of both the teacher and students to create an effective learning environment. More than anything else, the concept is moving beyond external control of reward and punishment to shared responsibility   .

Time management, management of discipline, management of physical environment, and extent of classroom routine are all factors that contribute to effective classroom management. More than anything else, the concept is moving beyond external control of reward and punishment to shared responsibility. Management of time, management of discipline, management of physical environment and extent of classroom routine are all factors that contribute to effective classroom management.

METHODS

The study used the descriptive research design which made use of the questionnaire in securing information of data relevant to the study. The questionnaire was distributed, collected, tallied, and interpreted to come up with the desired output. It involves 45 students in Grade 9 at Anselmo A. Sandoval Memorial National High School.

RESULTS

With the acquired information, the findings were drawn. Students were more equipped in complying with time management while compliance with management of discipline needs more improvement because students do not know why they are called upon to conform to certain rules and regulations and that when classroom rules and regulations are not properly observed and followed, the tendency is that the student develops undesirable habits and attitudes. Compliance with management of physical environment is commendable because teachers have imposed classroom discipline. There was clear manifestation that the respondents have displayed enthusiasm but they should learn to let other class members be equally involved.

DISCUSSIONS

Students must work for smooth transitions. They must remain involved in the class throughout the period. Discipline is the student's responsibility and they should participate in formulating rules for their own behavior and they are expected to conform to them. A positive learning environment adds to the educational experience of the students. It is essential for the student to learn safely both mentally and physically. Well-defined routines and procedures help students master the steps necessary to accomplish daily tasks.

KEYWORDS: classroom management, compliance

SUBMISSION ID: R04A-BATANP-1333

Extent of Disruptive Behaviors of Grade 5 Pupils of Talisay Elementary School: Basis for Localized Intervention Program

Leah Katigbak, Talisay Elementary School Lipa City Division

Abstract

INTRODUCTION

This study aims to determine the extent of disruptive behaviors among Grade 5 pupils in Talisay Elementary School with a purpose of proposing a localized intervention program to be used by teachers. The respondents have displayed disruptive behaviors in the classroom as shown in their responses in terms of attention, family, growth and development, and trauma. The findings then helped the researcher come up with proposed intervention strategies to help the pupils improve behavior in the classroom.

METHODS

This study was conducted determine the extent of disruptive behaviors among Grade 5 pupils. Hence, it used the descriptive quantitative design. Descriptive design is helpful in collecting the needed data showing the results thoroughly within the study (Estolas, et al, 2006).

RESULTS

The majority of the respondents are aged 10 years old, female, living with both parents, and have 7 members in the family. The respondents agreed that they were disruptive in their behavior in the classroom as revealed in attention, family, growth and development, and trauma variables. The localized intervention strategies are proposed to help pupils with disruptive behavior to be attended to.

DISCUSSIONS

This study set out to determine the extent of disruptive behaviors among Grade 5 pupils in Talisay Elementary School with the objective of proposing a localized intervention program to be used by teachers. Specifically, the following issues were determined: (1) profile of the respondents in terms of age, gender, family structure, and family composition, (2) the extent of disruptive behaviors in the classroom in terms of attention, family, growth and development, and traumatic experiences, (3) determine an appropriate localized intervention program to be proposed for the improvement of the behavior of the Grade 5 pupils.

KEYWORDS: Child protection policy, behavioral problems of the students, intervention program

**Extent of Drug Awareness Campaign in Selected 20 Public Elementary
Schools in San Juan District: Basis for Developing Drug Awareness Projects**

Nancy Quijano

Abstract

INTRODUCTION

This study focuses on the assessment of the implementation of drug awareness campaigns in 20 public elementary schools in San Juan District and on the level of awareness of teachers to drug addiction, its effects, and legal bases. It also aims to determine the significant relationship between the extent of the implementation of drug awareness campaigns and the level of awareness of the respondents to the mentioned variables.

METHODS

The descriptive-survey design in gathering data with a questionnaire served as the primary tool in this study. The descriptive method was utilized in this study since it involved collecting and interpreting data in order to gather information needed to serve its purpose. Quantitative studies have results that are based on numeric analysis and statistics.

RESULTS

The public elementary schools were frequently implementing drug awareness campaigns by conducting contests on writing essays, songs, and poems about drug awareness. The respondents were extremely aware of the effects of drug abuse and addiction. However, they were moderately aware about the legal bases of the implementation of different drug awareness campaigns. There was a significant relationship between the extent of the implementation of drug awareness campaigns and the level of awareness of the respondents to the mentioned variables. The suggested school-based drug awareness projects are the Project IADE and the Strengthening the Drug Awareness Campaign initiatives in 20 Public Elementary Schools in San Juan District.

DISCUSSIONS

Public elementary schools in San Juan District should strengthen the conduct of activities that would promote drug awareness among students. The school shall have linkages with different concerned agencies to enhance awareness on drug abuse and addiction of its clientele. Further researches may be conducted to identify other problems and to appraise the implementation of drug awareness-related activities. The suggested school-based drug awareness projects should be given consideration by the school administrators, teachers, parents, and others stakeholders in devising other pertinent activities.

Extent of Effectiveness of Collaborative Learning in Developing Skills and Students Achievement of Elementary Grade Pupils in Emmanuel ES S.Y. 2017-2018

Maria Cristina Ramos, Department of Education

Abstract

INTRODUCTION
Collaborative learning is very important in achieving critical thinking. This study deals with the extent of effectiveness of collaborative learning in developing skills and student achievement of elementary grade pupils in Emmanuel Elementary School S.Y. 2017- 2018. The main concern of this study focuses on the perception of students with regards to the effectiveness of collaborative learning techniques in developing skills and its impact on their grades as shown in their report card.

METHODS
This study used the descriptive method of educational research utilizing the aptitude of the respondents based on pupil's report card and survey questionnaire. No sampling technique was employed, total enumeration of respondents was used. This method was designed to establish the significance of the collaborative learning techniques and achievement of grade school pupils in Emmanuel Elementary School.

RESULTS
Students' report cards revealed a high passing percentage which is verbally interpreted as "Always." T-collaborative learning technique was highly effective in achieving learners' high passing rate. Techniques such as Think-Pair-Share, brainstorming, jigsaw puzzle, and peer tutoring were highly effective in developing skills and student achievement. The student-respondent perceived the effectiveness of collaborative learning techniques in developing belongingness, social skills or socialization, learning styles, and sense of responsibility as "Always." The results showed that the student-respondents developed belongingness, social skills or socialization, learning style, and sense of responsibility through the use of different collaborative learning techniques. This implies that using or applying collaborative learning techniques and skills development is an effective strategy to help develop the totality or holistically of some students.

DISCUSSIONS
Results revealed that collaborative learning not only enhanced the teaching and learning process but also made students happy. Through collaborative learning lessons or sessions, students not only worked on academic and extra-curricular activities but also developed their social skills and learned together with peers which improved their relationships with others in school or class.

KEYWORDS: collaborative, skills, achievement

Extent of Effectiveness of Employing Differentiated Instruction in Teaching Araling Panlipunan in Area 3 Division of Batangas: Basis for a Proposed Action Plan

Raquel Mendoza

Abstract

INTRODUCTION
The attainment of goals of Araling Panlipunan depends to a great extent on the teacher's competencies in teaching the subject. It is therefore a challenging responsibility which necessitates the teacher's selection and application of the most effective teaching strategies that suit the needs, interests, and capabilities of different groups of students. It is in the foregoing connection that demands a need to test the effectiveness of teaching strategies.

METHODS
Since the extent and effectiveness of the said strategy will be correlated with students' academic performance, it is appropriate to use a combination of the descriptive and correlation methods of research. It focuses on the prevailing situations about the use of differentiated instruction.

RESULTS
The use of differentiated instruction should be continuous and consistent as it is instrumental in the students' development of varied skills and competencies, they need in the study of other Social Sciences subjects in higher grade levels. Second, skills and competencies the students gained from the use of differentiated instruction will be of great value in their development as citizens. Third, differentiated instruction can also be applied in teaching other subject areas. Fourth, teachers should be more knowledgeable and competent in the use of differentiated instruction so that when the need for further innovations arise, their readiness could be made more permanent. Fifth, schools need to conduct a school-based seminar workshop for teachers on the use of differentiated instruction to ensure that every teacher would be more acquainted and competent in the use of such type of instruction. Sixth, the effectiveness of the utilization of differentiated instruction must be tested in other grade levels where it is deemed applicable. Finally, there must be standards and guidelines in the use of differentiated instruction not only in the schools covered by this study but in other schools as well.

DISCUSSIONS
Students may be encouraged even more to participate in all other classroom activities for their further development of varied competencies. Teachers may not only live up to the practices they currently employ in utilizing differentiated instruction but may also try alternative but innovative ways to improve and enhance said practices further. The studies to be conducted must be aimed to further improve the teachers' utilization of differentiated instruction in the teaching-learning process.

KEYWORDS: differentiated instruction, effectiveness, extent, learning environment

Extent of Implementation and the Level of Participation in the Income-Generating Projects of Special Education Students as Perceived by the Teachers and the Parents: Basis for Monitoring and Evaluation

Aurea Florida

Abstract

INTRODUCTION

Equal opportunity is the bedrock of the growth of special education. It advocates access to education and helps students lead successful and personally fulfilling lives now and in the future. The curriculum was designed to prepare students to function as independently as possible in an integrated society. This curriculum includes the development of skills in participating in an income-generating activity. This study looked into the extent of implementation of the project and level of participation of the parents and the students in the project with the end goal of assessing the project and to ascertain future directions.

METHODS

The study utilized the descriptive method of research through the survey technique. The respondents of the study were teachers and parents of SPED Transition class in San Juan East Central School. Purposive sampling was used to identify the population. The major instrument which was the questionnaire was designed to survey the profile and perceptions with regard to the extent of implementation and level of participation in the income-generating project. Weighted mean was computed to characterize the number of responses and its position within the distribution of data collected and discussed.

RESULTS

Most of the respondents agree that the making of business plans, promotion, marketing, selling, and financial monitoring and assessment of business plans are highly implemented. The students were perceived to be dependent on their parents and teachers in the formation of self-help groups. Strengthening of the self-help groups and the assessment of the business plans rely heavily on the teachers. The actual selling and buying of products are a collaborative task of the parents, students, and teachers. The respondent groups were perceived to be highly engaged in varying levels of financial monitoring. Aimed at ensuring sustainable success and attainment of the goals of the income generating projects of the SPED, a monitoring and evaluation plan was drafted.

DISCUSSIONS

Based on the findings, the following recommendations are put forward: the administration of the participating school must consider the issues and gaps identified by the study for its policy-making and goal setting. The administration must consider the adoption of the monitoring and evaluation plan to ensure maximum gains from the income generating project for all stakeholders. Future researchers must look into other aspects of the project like impact assessment and effects on achievement and behavior of the students.

KEYWORDS: implementation, participation, income generating project, perceived, monitoring, evaluation

SUBMISSION ID: R04A-BATANP-1717

Extent of Implementation of Brigada Eskwela: Basis for an Action Plan

Fariza Ani, Banaybanay Elementary School

Abstract

INTRODUCTION
Lack of support and cooperation of the parents and other stakeholders are the common problems faced by public schools during every opening of the school year. Thus, the Brigada Eskwela (BE) program or National Maintenance Week was initiated in May 2003. Recognizing this as the best manifestation of school and community relationship, the problem lies on how the administrators utilize effective procedures to help the public understand what the schools are trying to do to attract the support of the community, efforts to provide quality education, and how to make the schools be equally concerned with the needs and problems of the community. The study aims to determine the extent of implementation of the Brigada Eskwela (BE) Program of the Department of Education among the public elementary schools in the Padre Garcia District, Division of Batangas Province.

METHODS
The study used the Non-experimental Quantitative Research Design utilizing the descriptive-survey method with statistics such as mean and t-test. The data was gathered through a researcher-constructed questionnaire which was administered to 34 respondents from 17 public elementary schools. The data gathered from the survey was analyzed and computed and then the result was interpreted.

RESULTS
It was established that the Brigada Eskwela Program was highly-implemented in the light of the findings of Pre-Implementation Stage, Implementation Stage, and Post-Implementation Stage. Results confirm the null hypothesis of significant difference in the level of implementation of the Brigada Eskwela Program when analyzed by school size. In the light of the findings of the study, it was found that small schools need assistance from the big schools for them to implement it the way the big schools implement them. An action plan was proposed for the enhancement of the practices to further strengthen school-community partnership especially in the small schools through the Brigada Eskwela Program.

DISCUSSIONS
The results demonstrate that Brigada Eskwela is a program that needs to be implemented well. The implementation of the plan for Brigada Eskwela must be based on the size of the school. After the survey, 53% were identified as small school and 47% were identified as big schools. Further innovation about the plan for Brigada Eskwela is highly recommended to attain the 100% development of the school. For the program to become successful, an active participation of the parents and the barangay officials should be observed and monitored.

KEYWORDS: BRIGADA ESKWELA, IMPLEMENTED

SUBMISSION ID: R04A-BATANP-0230

**Extent of Implementation of Gulayan sa Paaralan and Level of Participation
in School-Based Feeding Programs of Lipa City National High School:
Basis for an Action Plan**

Charlotte Ann Logdat, Department Of Education- Lipa City, Lipa City National
High School

Abstract

INTRODUCTION
Classroom instruction alone is not enough to prepare the pupils for the necessities of life. Equally important are the different school programs and activities aimed to complement classroom instruction in the attainment of the primary goal of education— the total development of the pupil. Hence, schools implement different programs and activities designed to sustain the cited goal. The main objective of the study is to determine the extent of implementation of Gulayan sa Paaralan and the level of participation in the School-Based Feeding Program of the Department of Education in Lipa City National High School.

METHODS
The study used the descriptive method of research through survey technique. The respondents of the study are TLE teachers and 10% of the total student population for each Grade level in Lipa City National High School. Independent t-test and Pearson R were used as instruments for the study.

RESULTS
Findings showed that the teachers rated implementation of Gulayan sa Paaralan with a Very Limited Extent with a weighted mean of 1.41. Students' assessment also rated it as "Limited Extent" with a weighted average of 2.48. The assessment is significantly different as the students' assessment of the implementation of this Department of Education program is significantly higher than the assessment of the teachers. On the level of participation in the School-Based Feeding Program, teachers rated it as "Limited Extent" with a weighted mean of 2.52 while students' perception got a weighted mean of 2.99 and interpreted as "Great Extent." The perceptions given by the respondents are not significantly different. The correlation between the two Department of Education programs got a Pearson r value of 0.471 while the p-value is .003. The relationship between the extent of implementation of Gulayan sa Paaralan and level of participation in School-Based Feeding Program is significant and positive.

DISCUSSIONS
Based on the findings, students' assessment on the extent of the implementation of Gulayan sa Paaralan is significantly higher than the assessment of the teachers. There is no significant difference on teachers and students' assessment on the level of participation in School-Based Feeding Program. Lastly, there is a significant relationship between the extent of implementation of Gulayan sa Paaralan and level of participation in School-Based Feeding Program at Lipa City National High School. An action plan is proposed to further improve the implementation of Gulayan sa Paaralan and participation in the School-Based Feeding Program.

KEYWORDS: School Based Feeding Program, Gulayan sa Paaralan

SUBMISSION ID: R04A-LIPAC1-0146

Extent of Implementation of Monitoring and Evaluation System in Public Schools: Elucidating Impact on Student Learning Outcome

Ligaya Sahot, Department of Education - Cavite

Abstract

INTRODUCTION
School Monitoring and Evaluation (M&E) System is a mechanism for gathering, processing, analyzing, interpreting, and storing data and information about the learner's progress, school programs, and projects. The Monitoring and Evaluation System was implemented to uplift the quality of education in the Philippines. The objective of this study is to assess the extent of implementation of the Monitoring and Evaluation System of the Department of Education and its impact on the teaching-learning outcomes in public schools in Tagaytay City District.

METHODS
A descriptive design was utilized in this study to obtain information concerning the extent implementation of Monitoring and Evaluation (M&E) in public schools. Consequently the findings of the study were the basis to elucidate impact on students' learning outcome. An adopted research questionnaire from the Monitoring Report Forms of Division of Cavite integrating the essential activities of each indicator of the Monitoring and Evaluation System (M&E) implementation was used to collect data from 205 respondents.

RESULTS
Findings revealed that the Monitoring and Evaluation System was fully implemented as evaluated by the two groups of respondents from 16 participating schools. However, there is significant difference in the evaluation of the two groups of respondents. Academic performance of the pupils after monitoring and evaluation indicated satisfactory results but statistically, data shows that pupils' academic performance has no association with the extent of M&E implementation.

DISCUSSIONS
The results show the need for further innovations and interventions of the Monitoring and Evaluation System. The effectiveness of the Monitoring and Evaluation System is based on the performance of the learners through improvement in learner achievement and quality of the teaching and learning process of the teacher.

KEYWORDS: Monitoring and Evaluation System, Student learning Outcome

SUBMISSION ID: R04A-CAVITP-0283

Extent of Implementation of School-Community Partnership in East Five Cluster, Division of Calamba City: An Input to School Improvement Plan

Melicin Leyva, Department of Education - Division Of Calamba

Abstract

INTRODUCTION
As the curriculum changes together with the demand of the 21st Century learners, the needs of the learners also increase. The Department of Education, as a public institution, cannot solely support these demands even with the help of the local government. As the needs arise, the school has to find their own partner to support the programs intended for the learners, the school-community partnership. However, there is a difficulty in finding stakeholders that will support the needs of the learners.
The East Five cluster has six (6) elementary schools located in an urban area wherein business and opportunities are numerous. Businesses are strategically located around East Five. That means there are bigger possibilities to invite stakeholders that will cater to the needs of the learners for learning to take place and to meet the demands of the 21st Century learners.

METHODS
This study used a descriptive research design. The researcher used the survey method. The participants were the teachers of the six (6) elementary schools in East Five cluster. The data gathered from the participants were treated confidentially.

RESULTS
The status of extent of implementation of school-community partnership in terms of parenting attained a composite general mean of 3.82. Communicating recorded a general mean of 4.36. A general mean of 4.09 was recorded for learning at home. Volunteering recorded a general mean of 3.87. Decision-making with a general mean of 4.06 was noted. A general mean of 3.82 for collaborating with the community was also noted. The mutual benefits of the partnership included improved educational quality for students and improved community goodwill.

DISCUSSIONS
School stakeholders not only helped identify potential partners but were also often served as members of an Action Team for Partnerships (ATP) that worked alongside these prospective community partners to develop relationships, share school needs, and explore the possibility of establishing a new school-community partnership (Epstein et al., 2011). The findings of the study were highly evidence-based on Epstein's Six Types of Involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Although the main findings were highly evident, the challenge of this research is the consistency of the stakeholders to allot the same time and resources provided from the previous partnership. The researcher recommends future research to find out how stakeholders can sustain the partnership.

KEYWORDS: partnership, stakeholders, management

SUBMISSION ID: R04A-CALAMB-0430

Extent of Implementation of the Child Protection Policy in Tabaco City

Aladino B. Bonavente & Jose B. Bueno, Department of Education

Abstract

INTRODUCTION
Child abuse constitutes a violation of the most basic rights of children and adolescents enshrined in the Universal Declaration of Human Rights. All persons under the age of 18 have the right to physical and psychological integrity and to protection from all forms of violence. Article 19 of the Convention on the Rights of the Child (CRC), adopted by the United Nations in 1989, exhorts State parties to take "all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child." Similarly, the UN International Committee on the Rights of the Child has emphasized the importance of member countries prohibiting all forms of physical punishment and degrading treatment of children (Convention on the Rights of the Child, 2006). Based from the reports submitted by the school heads, there are reported cases on the following: bullying, smoking, child labor, teenage pregnancy, and premarital sex. Researchers want to find out whether the schools are implementing the Child Protection Policy as mandated by the Department of Education. This study is one of the topics suggested in Department of Education Order No. 39, s. 2016.

METHODS
The descriptive-correlational method adopting the survey type design was used in this study. Survey has assisted in preparing existing conditions with predetermined criteria or in the evaluation of the effectiveness of memoranda, circular, or laws.

RESULTS
The common offenses committed concerning child protection ranked accordingly were as follows: economic exploitation, bullying, physical violence, cyber-bullying, psychological violence, sexual violence, and sexual exploitation. On the significant difference of the level of implementation of the Child Protection Policy in Tabaco City Division, findings show that there was no significant difference on the level of implementation of the child protection policy made by the schools and school personnel.

DISCUSSIONS
The researchers recommend an intervention plan in the form of training. Training and development makes the employee feel satisfied with the role they play in the organization. The moment they gain the necessary skills, employees will become more confident, self- reliant, and require only little guidance as they perform their tasks.

KEYWORDS: extent, child protection, policy

SUBMISSION ID: R005-TABACO-0008

Extent of Parental Support among Stakeholders of Bucal Elementary School: Basis for Stakeholders' Programs and Projects

Epitacia Cullera, Balete ES

Abstract

INTRODUCTION

This research study was conducted to find out the extent of parental involvement in the school's programs and projects with parents of Bucal Elementary School in School Year 2016-2017. This study also aims to identify the profiles of parent-respondents in terms of age, sex, occupation, and family income, determine the extent of parental support in the school's programs and projects among parents in Bucal Elementary School in School Year 2016-2017, and to design a program/ project to improve the stakeholders' participation in school.

METHODS

The descriptive method of research in education was used in this study. The study has 487 pupils and out of this, only 97 parents participated. A set of questionnaires was used as primary data-gathering instrument. The questionnaire was made up of two parts. The first part focused on the profile of parent-respondents and the second part emphasized the extent of parents' support to the school's programs and projects. Responses to questionnaires were tallied and tabulated by the researcher. The respondents rated the questions in numerical form to determine the extent of the parents support the schools' programs and projects. The result of this study will be used to increase the participants among stakeholders in Bucal Elementary School.

RESULTS

Majority of the respondents who support the school are females, most of them belong to 26 to 35 years of age. A majority of parents fall on a monthly salary range of 6,000-7,000 pesos. In terms of educational background, majority of parents are undergraduates from secondary level.

DISCUSSIONS

Programs and projects focusing on the increase of stakeholder's participation could be designed to improve school services, programs, and projects.

KEYWORDS: Parental Support, stakeholders, school programs and projects

Extent of Stakeholder's Participation in Bukal Elementary School, Padre Garcia Batangas: Its Effect on the School's Performance

Mary Jane Hernandez, Department of Education

Abstract

INTRODUCTION

Stakeholders' participation is very important for the purpose of increasing literacy rates among students. But there are many factors that affect the enrollment rate of the students especially when parents, students, teachers, school administration and policy makers do not contribute efforts adequately. This leads to low quality education and low literacy rate. Thus, adequate participation of the stakeholders is the ultimate prerequisite for the attainment of high literacy rate. In addition, learning programs must ensure the sustainability of the projects through the active participation of the stakeholders.

METHODS

The descriptive type of research through survey was applied in the study. According to Viscara (2009), the descriptive research method was designed to gather information on people and about present existing conditions. It will also describe and interpret the conditions or relationships that will exist, beliefs being held, effects that will be observed, and effects that will be developed. The researcher's constructed questionnaire was used as the main data gathering instrument. It was validated through a pilot test of the questionnaire.

RESULTS

Stakeholders are those who may be affected by or have effects on effort. They may also include people who have strong interest in effort for academic reasons even though they and their families, friends, and associates are not directly affected by it. Interest in an effort or organization could just be intellectually- and academically-motivated attention. Stakeholders are generally said to have interest in an effort or organization based on whether they can affect or be affected by it. The more they stand to benefit or lose, the stronger their interest is likely to be. The more heavily involved they are in the effort or organization, the stronger their interest is as well.

DISCUSSIONS

The research suggests that stakeholders' participation in school brings positive results with regards to the performance of the school. It's important to monitor and evaluate how well stakeholders have been identified, understood, and involved in the course of an effort. It's best to involve stakeholders from the very beginning but it's never too late to learn so that work can be improved. Evaluation of the stakeholder process should be an integral part of the overall evaluation of the effort.

KEYWORDS: stakeholders, participation, performance, parents, students, teachers, school administration, policy makers

Extent of Teachers' Participation and School Heads' Perceived Roles in Mathematics Instruction in San Juan District

Liezel Ramirez

Abstract

INTRODUCTION

This study aims to ascertain the roles of school managers in enhancing Mathematics instruction in the District of San Juan. Specifically, the study aims to answer the following questions: (1) To what extent do the school heads perform their roles in enhancing Mathematics instruction as perceived by them and the teachers in terms of curriculum implementation, teaching strategies, and provision of instructional materials? (2) How do the school heads perceive their roles to improve Mathematics instruction in terms of monitoring and evaluating the teaching and learning process, conducting trainings, undertaking research, and mentoring the teachers?

METHODS

This study made use of the descriptive quantitative research design to describe the characteristics of a population being studied. In order to qualify the data gathered, weighted mean and T- test were utilized.

RESULTS

Findings showed that the extent of school heads' performance of their roles in enhancing Mathematics instruction are extensive. The school heads practiced their roles to improve Mathematics instruction in terms of monitoring and evaluating the teaching and learning process, conducting research, understanding research, and mentoring the teachers extensively. There was no significant difference between the perception of the teachers and the school heads on their performance of roles in terms of curriculum implementation, teaching strategies, and provision of instructional materials. Guidelines contain the brief steps on how to help teachers enhance their teaching skills in Mathematics. At the same time, the researcher prepared an action plan to enhance Mathematics instruction in the Division of San Juan.

DISCUSSIONS

The school heads and the teachers practiced their roles at a high extent, as per their perception, in terms of curriculum implementation, teaching strategies, implementation, and provision of instructional materials. The school heads practiced their roles at a high extent to improve Mathematics instruction, as perceived by them, in terms of monitoring and evaluating the teaching and learning process, conducting trainings, undertaking research, and mentoring the teachers. There was no significant difference between the perception of the teachers and school heads on their performance of roles in terms of curriculum and teaching implementation and provision of instructional materials. A proposed project and action plan was prepared to improve Mathematics instruction in the secondary schools of the Division of San Juan.

Extent of Use and Perceive Factors that Limit the Use of Portfolio Assessment in Teaching Mathematics at LCNHS: Basis of a Proposed Set of Guidelines

Wally Benamer, Department of Education - Lipa City, Lipa City National High School

Abstract

INTRODUCTION
Assessment of learning is an integrated process for determining the nature and extent of student development. Attending to students' learning by using a variety of assessment strategies has always been a trademark of good teaching. Teachers who have embraced 21st Century state-of-the-art assessment practices have been recharged and become more effective and strategic in their teaching and assessment methods. Due to certain constraints on the use of traditional assessment tools, many educators have been obligated to try out alternate methods of student evaluation and have appreciated the advantages of utilizing portfolio assessments.

METHODS
The study utilized the descriptive method of research. The respondents of the study were the Mathematics teachers of Lipa City National High School. The instrument used was a survey questionnaire. Weighted mean was computed to determine the extent of use of portfolio assessment as assessment tool. Pearson r was used to ascertain the level of relationship between study variables.

RESULTS
It was found that growth portfolio was the most-used type of portfolio among the Mathematics teachers in Lipa City National High School. Furthermore, growth portfolios, showcase portfolios, and evaluation portfolios are interpreted as well-utilized. Among the factors that limit the use of portfolio assessment, portfolios being not standardized was categorized at a high level. Portfolios as not feasible for large-scale assessment was also categorized at a high level. Portfolios as being potentially biased was at a high level. Personal and Professional Limitations was categorized at a high level.

DISCUSSIONS
Teachers utilizing portfolio assessment may need to investigate first the purpose of it before using it. Parents are encouraged to monitor the portfolio of his/her child to continue the learning process. The school is recommended to conduct parent meetings more often based on this idea. School principals are encouraged to promote the use of portfolio assessment to their teachers as an assessment tool. Similar studies are recommended to further verify the result of this study with another locality and a different set of respondents.

KEYWORDS: portfolio assessment

SUBMISSION ID: R04A-LIPAC1-0147

Extent of Use and Perceived Effectiveness of Differentiated Instruction in Teaching Araling Panlipunan 9 in Selected Secondary Schools in Rosario District, Division of Batangas

Odessa Ramirez, Department of Education - Batangas

Abstract

INTRODUCTION

The study aims to determine the extent of use and perceived effectiveness of Differentiated Instruction in teaching Araling Panlipunan 9 in selected secondary schools in Rosario District, Division of Batangas. The researcher has observed that only few teachers utilize Differentiated Instruction as a teaching strategy to facilitate the teaching and learning process. At present, making the students learn the different topics in Araling Panlipunan has always been a big challenge to teachers which convinced the researcher to make Differentiated Instruction as a subject of study with the intention to find how effective it is as a strategy in teaching.

METHODS

The study utilized the descriptive method of research. Simple Percentage was used to describe the demographic profile of the respondents according to some selected variables such as age, gender, and years in service. Weighted Mean was used to determine the typicality of responses. Other statistical tools used were Pearson Product Moment Correlation Coefficient, Spearman Brown Formula, and t-test.

RESULTS

Based on the results, the respondents are of legal working age, majority of whom are female with considerable length of teaching experience and years of service. The teachers regularly utilize differentiated instruction in the teaching of Araling Panlipunan 9 with much focus on content, process, product, and learning environment. The teachers' utilization of differentiated instruction contributes a lot in the students' development of skills and competencies in the three domains which include cognitive, affective, and psychomotor. When grouped by varied items on the respondents' profile variables that include age, gender, and years in service, the comparisons by groups in terms of the extent of utilization of differentiated instruction in the teaching of Araling Panlipunan 9 tend to arrive more at similarities and common points of view but the occurrence of differences and variations remains inevitable.

DISCUSSIONS

Generally, there is a strong association between the extent of utilization of differentiated instruction in the teaching of Araling Panlipunan 9 and its effects on the students' development of skills and competencies in the cognitive, affective, and psychomotor domains. The findings of the study imply that a continuous and consistent utilization of differentiated instruction in the teaching of Araling Panlipunan 9 will certainly be of great value and contribution to the students' development of varied skills and competencies.

KEYWORDS: Differentiated Instruction, Domains, Learning Environment

SUBMISSION ID: R04A-BATANP-0240

Extent of Use of Instructional Technologies in Teaching Araling Panlipunan and Perceived Technology Skills and Attitudes of Selected Elementary Public School Teachers in Talisay District: Basis for Developing Guidelines in the Use of Instructional Materials

Arlon Pascual

Abstract

INTRODUCTION

Education aims to produce goal-oriented student achievers. Preferences of the teachers directly affect the quality of learning and somehow contribute to the learning of the students. Technological skills and attitudes are considered to be areas currently explored in the field of research.

METHODS

The researcher used statistical methods to determine if the variables are correlated to each other and if there is a significant relationship between the extent of use and perceived effectiveness of IT in teaching Araling Panlipunan. The descriptive method of research was used in the study with questionnaire as the main data gathering instrument by the respondents. The study is limited to 35 or more respondents who are teachers in Araling Panlipunan for a year in selected public elementary schools in Talisay District, Division of Batangas for School Year 2016 - 2017. They may be teaching in different grade levels (Grade 1 to Grade 6).

RESULTS

The result of this study shows that the performance, skills, and attitudes of the learners that reflect the discussion, methods, and instructional materials used by their teachers were extremely very satisfactory in technological skills and attitudes of selected public elementary school teachers in Talisay District as basis for developing guidelines in the use of instructional materials.

DISCUSSIONS

It is generally believed that technology can empower teachers and learners, promote change, and foster the development of 21st Century skills. Improving education quality is a priority for most developing countries in which governments are facing the challenge to identify efficient ways to use their scarce resources and raise the quality of education. This study can be of help to future researchers who look for related literature on the importance of knowing the extent of use of instructional technologies in the classroom and technological skills and attitudes to improve the academic performance of the students.

KEYWORDS: performance, multi-tasking, assessment

SUBMISSION ID: R04A-BATANP-1749

**Extent of Use of Mobile Devices among Senior High School Students of
Callejon National High School**

Joyce D. Lacorte, Callejon NHS

(Adviser: Morlan Pasia)

Abstract

INTRODUCTION

Technology can be a boon to the teaching-learning process. For instance, the use of mobile devices as learning tools is progressively growing and has a tremendous contribution in the way students connect and access information. However, appropriate use of technology must be given attention. This study aims to determine the extent of use of mobile devices among Senior High School Students in Callejon National High School for the School Year 2018-2019 as basis for recommended policies to be included in the revised student's handbook.

METHODS

This study used descriptive research design utilizing quantitative approach. Self-made questionnaire was used as main data gathering instrument. Random sampling was employed to gather 57 respondents. The statistical tools used were weighted mean, frequency, percentage, ranking, and t-test for independent sample.

RESULTS

The research found that majority of the respondents are 17 years of age, most which are female. Cherry Mobile ranked first among the different smart phone brands used while Share it, Messenger, Camera, and Facebook are the most highly-utilized applications. With regards to purpose, mobile devices are strongly used in doing assignments and projects, searching needed information, communicating with group members, and file-sharing. In terms of advantages, mobile devices are suited to everyday needs for communication, reference, work, and learning. As for value, respondents strongly agree that it is important to bring new technology into the classroom. Meanwhile, there is no significant difference between the Academic and TVL groups. Moreover, there are a number of issues and challenges encountered in using mobile devices in the teaching-learning process.

DISCUSSIONS

The use of mobile devices in classrooms may be continued. However, recommended policies must be taken into consideration. This will help the students and the teachers to maximize the use of mobile devices in the teaching-learning process.

KEYWORDS: Mobile Devices, Senior High School, Policies

SUBMISSION ID: R04A-QUEZON-0044

Extent of Using Differentiated Activities among Kindergarten Learners in District 5 Division of Batangas City

Mary Anne Pentinio

Abstract

INTRODUCTION

This study aims to assess the extent of using differentiated activities among Kindergarten learners. It also aims to determine how many Kindergarten leaners can be further developed, the difficulties that teachers encounter, and the proposed activities that can enhance the use of differentiated activities in teaching Kindergarten learners.

METHODS

The teacher-made questionnaire was used in the study. The study involved 10 Kindergarten Teachers in District 5 Division of Batangas City. The researcher used a checklist to determine the extent of using differentiated activities, teacher strategies, and the difficulties they encountered in teaching Kindergarten learners.

RESULTS

The differentiated activities utilized among Kindergarten learners are as follows: "Where is Hops?" "What's the sound?" "Letter Partners," "Living or Non-living," "Sam Says," "Sneak a Peek," "Zoom," "Go," and "It Feels." Each differentiated activity provides pupils the opportunity to work with others and that skill is one of the core skills for the success in classroom. All 10 strategies of Kindergarten teachers had highly extensive performance but none of the methods stand out in particular. It depends on the learning style of students. The majority of the teachers had moderately extensive performance in terms of teacher difficulties. There are many difficulties that make the profession more complicated than it has to be. These difficulties makes every teacher stronger.

DISCUSSIONS

This study focused on the extent of using differentiated activities and how Kindergarten learners can be further developed. As a result, the researchers conclude that the proposed supplementary activities can be shown to supervisors, school heads, and other teachers for their suggestions and comments before using it. The differentiated activities should be used every other day with time limits to teach learners how to manage time wisely.

KEYWORDS: Difficulties, Differentiated Activities, Differentiated Instruction, Extent, Kindergarten, Learning Style, Teachers

How Parents and Teachers Influence the Values Formation of Students: Its Implication on Administration and Supervision in Area Iii Division of Batangas

Charity Reyes, Department Of Education

Abstract

INTRODUCTION

The values formation process may be influenced by a mixture of parent values, peer values, and cultural values. The relationship between parents and their child remains influential. Just as teachers bring and develop a variety of professional and personal values to classroom relationships, the students also bring a variety of values from the home. These include varying expressions of tolerance, respect for others, social conscience and personal responsibility. So, the relationship is a dynamic process that is informed by the values of both students and teacher.

METHODS

The researcher employed a descriptive method, which aims to describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena. It is a purposive process of analyzing, classifying and tabulating data on prevailing conditions, practices, beliefs, processes, trends and cause-and-effect relationships.

RESULTS

Student respondents "often" to "always" agree that teachers influence the value formation process of the students. The majority of the student respondents often agreed that parents influence the value formation process of the students. Performance and action in class ranked first in teachers' factors that influence the value formation of the students. Identification and academics ranked first in parents' factors that influence the value formation of the students. There is a significant difference between Group A and C of student respondents, and Group B and C of student respondents under social concern in the extent of perceived influence of teachers in value formation. There is no significant difference in the extent of perceived influence of parents in the value formation of the students when grouped according to ages.

DISCUSSIONS

Teachers must design teaching activities that will strengthen the value responsibility of the students. Teachers must carefully select learning strategy relevant to the development of the subject and values in focus. School Administrators must develop strategies that will extend values learned in school to the home and community. School administrators must continue to diagnose the current state of the formation of values.

KEYWORDS: influence, values formation,

SUBMISSION ID:

Parents and Teachers' Influence on the Values Formation Process of Grade Six Pupils in Tanauan City East District and its Implications on Values Education

Lorna Matienzo

Abstract

INTRODUCTION

Parents as one of the important figures in society are responsible for bringing up children. It is obvious that without parental guidance, the majority of children would be confused and lost. On the other hand, good teachers can inspire powerful learning among children, even under the most difficult circumstances. The most important factors that influence the development of positive values are home factors followed by school factors.

METHODS

The researcher applied the descriptive method of research using a questionnaire. The study made use of twenty percent (20%) pupil-respondents which were chosen through random sampling. The instrument was constructed based on the idea that questions must: pertain to the hypothesized relation of variables, provide answers to the stated research question, attain the research objectives, relate to the theoretical-conceptual framework.

RESULTS

It is evident that the elders, tutor, and teacher affect the behavior and attitude of the child. The concept that everything begins at home was again strengthened implicitly in this study.

DISCUSSIONS

Since both parents and teachers are very influential in the values formation of the pupils, then they should serve as better example of desirable values. This study could be a basis for enhancement program for teachers, parents, and administration for the betterment of the values formation of the pupils.

KEYWORDS: VALUES

SUBMISSION ID: R04A-TANAUA-0199

External Factors That Affect Grade 8 Students' Performance in Laboratory Experiments in Calatagan National High School: An Analysis

Maria Isabel Caunceran, Calatagan National High School

Abstract

INTRODUCTION
The experimental laboratory has become an integral part of the fields of science, and productive dialogue now exists between theory, laboratory experiments, and field studies. The success of the students' laboratory experiments means understanding of scientific concepts, and their applications to our everyday life.

METHODS
The study made use of the descriptive method aimed at analyzing the significant effect of external factors to Grade 8 students' performance in laboratory experiments in Calatagan National High School. Questionnaires and interviews were used, and reported in the form of frequencies, averages, percentage, Likert scale and F-test.

RESULTS
Majority of the respondents are female grade 8 students who are fourteen (14) years old, with family income of 9,999 and below. There is a great effect in performing laboratory experiments by factors such as instruction, demonstration, availability of materials, time allotment, and room temperature.

DISCUSSIONS
The researcher conceptualized the Improvisational Plan which overviewed the quality assurances of teaching-learning capability of the scientific experimentation in all sciences that promotes good categorization of academic and scientific inquiry and logistic criterion.

KEYWORDS: experimental laboratory, external factors, improvisational plan, students' performance

Facebook as a Teaching and Learning Tool in Araling Panlipunan among Grade 10 Students of Balayan National High School

Ann Frances Celis Creag & Venus A. Cabasis, Balayan National High School

Abstract

INTRODUCTION
Technology provides numerous tools that teachers can use in order to enhance learning. Over the years, it has become increasingly important for those of us working in higher education to explore the existing opportunities that new technologies bring to institutions, educators, and students. There also has been an exponential growth in the use of Social Media sites like Facebook. In this study, the researchers hoped to prove that utilizing Facebook would be the conduit that students need to acquire knowledge, develop concepts, and express strong understanding about Contemporary Issues.

METHODS
This study employed the descriptive method of research. For effective assessment, the respondents of this study consisted of 50 students of Grade 10 under Special Science Curriculum at Balayan National High School. A questionnaire was utilized as the main instrument in the collection of the needed data and information.

RESULTS
As a result, providing related information to the students about their lessons, enjoyable activities, and hands-on activities via Facebook can broaden their knowledge on a certain topic, make them appreciate the importance of Facebook in learning, and improve their hands-on abilities. Facebook has a positive effect in the performance level of the students in terms of cognitive, affective, and psychomotor skills.

DISCUSSIONS
Teachers must provide a list of related sources wherein the students can get related information about their lesson. The students should be encouraged to use Facebook as a learning aid to improve their performance level. A proposed action plan should be carefully studied and analyzed so that the changes could be effective for the studying of the students. Lastly, students should be trained and supported by their teachers to develop their skills in using Facebook as a learning tool.

KEYWORDS: Affective, Cognitive, Contemporary Issues, Curriculum, Effectiveness, Facebook, Perception, Performance Level, Psychomotor, Social Media.

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KEYWORDS: Affective, Cognitive, Contemporary Issues, Curriculum, Effectiveness, Facebook, Perception, Performance Level, Psychomotor, Social Media.

Facebook as an Effective Marketing Strategy

Marjorie Nica Navarete, GMATHS

(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

Today social media becomes a daily part of everyone's life. This study will examine the use of Facebook as effective marketing strategy for doing business.

METHODS

Thematic coding was used to gather data through a transcript interview with the research respondents. The researchers identify online marketers that use Facebook as their marketing platform in selling their products.

RESULTS

The study was able to find out the effectiveness of Facebook for marketing since it has a lot of advantages in terms of advertising and promotion of a particular product in the market. The researcher also found out the online marketer choose Facebook, first, for it is a personal way of marketing. Second, reaching a wide range of market because Facebook has a lot of user. Third, no text limit in marketing making it a more convenient way of marketing products.

DISCUSSIONS

The effectiveness of Facebook as a marketing strategy was found to be advantageous.

KEYWORDS: Facebook, marketing, strategy, kto12

Facebook's Engagement on the Reading Habits of Grade 10 Students

Mikael Sandino Andrey, Quezon Science High School

Abstract

INTRODUCTION

Communication is at everyone's fingertips. This is made possible by social media platforms. People spend most of their time in social media such as Facebook. It functions as a purposed network of identities, deposited expressions, and interactive media that make for a meaningful digital space that has become interlaced into the day-to-day lives of most students (Ginger, 2008). This study focused on determining the engagement of Facebook in students' reading habits.

METHODS

The researcher made use of a descriptive-quantitative research design. The participants of the study were 30 Grade 10 students from Lucena City National High School, school year 2017-2018. The Facebook group Integrity English 10 was created to serve as a platform for the participants to read. A survey questionnaire was adapted to gather responses from the participants of the study. Likewise, the students were asked through Facebook to share their insights on the platform.

RESULTS

The study revealed that the participants agree that Facebook enhances their reading habits. This is consistent with Sleeman and Ryan (2015) and Hanafia and Yunus (2016) who stated that the enthusiasm of students in social media, especially Facebook, and a good choice of English reading material could assist them in engaging in reading.

DISCUSSIONS

It can be claimed that Facebook may be used as a platform to enhance and supplement students' reading habits and ability. Nevertheless, the choice of proper and adequate materials is needed for Facebook to be a good supplement.

KEYWORDS: Facebook, Reading, Reading Habits

Face-To-Face Driver Model: Effects on the Academic Performance and Attitude towards Mathematics of 4th Grade Learners

Ma. Melissa Lynne Ladisla, DLSU-D

Abstract

INTRODUCTION

Many people do not have the basic math skills needed to function successfully in school (Hom, 2013). In addition, difficulties in Math can persist and become seriously debilitating in adulthood (Garnett & Fleischner 1987). Generation Z learners are more engaged in an ICT integrated learning environment thus teachers need to incorporate technology to aid instruction. This experiment was conducted to determine the effects of Face-to-Face Driver Model to the academic performance and attitude towards Mathematics of Fourth grade Learners.

METHODS

A Quasi-Experimental design was conducted in one of the Elementary School in Dasmarinas, 60 learners from 4th grade learners, with three instruments: achievement test (pretest and post-test), attitude scale, and online questionnaire. Both control and experimental groups were statistically equated at the start of the experiment. The data gathered were analyzed using the descriptive statistic, t-test for independent and dependent, and MANOVA.

RESULTS

Findings revealed that there is a significant difference in the mean achievement in Mathematics and academic performance mean scores of each group. Experimental group obtained a higher mean gain. No significant difference in the attitude of the control group. However, there is a significant difference in the attitude of the experimental group. There is a significant difference in the gain score between the experimental and control groups, but no significant difference exists on achievement and attitude of the groups according to types of learner. There is a significant difference in the change in attitude and performance of the students in the experimental and control group while there is no significant difference in the change on attitude and performance of different type of learners. Likewise, the interaction effect of treatment (Control and Experimental) and type of learner (Auditory, Visual and Tactile) is not significant.

DISCUSSIONS

The result indicates that learners' performance and positive attitude of learning towards Mathematics increased when technology was integrated. The type of learner is not a moderating variable in the effect of the treatment on the attitude of the learners. This agree with Abd Wahab (2006) that academic achievement is not due to their learning style. The findings led to conclusion that Face to Face Driver Model proved to be a better approach in teaching 4th grade Mathematics.

KEYWORDS: Face-to-Face Driver Model, 4th Grade Mathematics, Type of Learner

Facilitating Students Understanding through the Use of Contextualized Learning Materials in Grade 10 Mathematics

Almida Camitan, Department of Education - Camp Vicente Lim Integrated School

Abstract

INTRODUCTION
Teachers use textbook as their primary teaching resource. According to Gregorio as cited by Rafa (2010) the use of devices such as instructional materials stimulates the students to develop greater understanding of the lessons. Through the use of contextualized learning materials in mathematics, students can work on their own way. The results of the NAT in Mathematics reveal that the mean percentage score in CVLIS Calamba City did not reach the 75% mastery level. With these aforementioned findings, the researcher desires to help Camp Vicente Lim Integrated School students to improve performance in mathematics by developing contextualized learning materials.

METHODS
This study used descriptive research design, and the one group pre-test and post-test research design involving 50 students. The study was implemented in the second grading period of the school year 2017-2018 at CVLIS.

RESULTS
Almost all competencies on functions and circles in G10 Mathematics are least learned based on the needs analysis conducted by the researcher. The study disclosed that there is significant difference between the mean performance of the students in the pretest and post-test. The contextualized learning materials in Grade 10 Mathematics is in accordance with the needs of the learners as well as the least learned competencies as prescribed by the K to 12 Basic Education Curriculum.

DISCUSSIONS
The results showed that the learning materials in G10 Mathematics is very helpful in the development of mathematical skills in students. The results implied that the contextualized learning materials was proven effective in improving the students' achievement in mathematics.

KEYWORDS: Mathematics, contextualized learning materials

SUBMISSION ID: R04A-CALAMB-0163

Factor Analysis of Milaplus Instructional Strategy Utilization

Rolando Merle, Quezon National High School Research Coordinator

Abstract

INTRODUCTION
The study aimed at looking at the different factors (Student-Profile Factors, Student-Related Factors and Teacher-Related Factors) that directly influence the utilization of Mathematics Independent Learning Activity-Practice and Play Unite Scheme (MILAPlus) instructional strategy through the use of Factor Analysis as basis of improving students' performance in Mathematics, and instructional strategy.

METHODS
This study used a non-experimental, quantitative research using descriptive correlational survey through Factor Analysis. The sample consisted of one hundred fifty-seven (157) Grade 9 students of Quezon National High School Iyam, Lucena City, selected using the non- probability purposive sampling technique according to the inclusion criteria set by the researcher. The five instruments that were used in this study were Student Numeracy Test, Reading Comprehension Ability Test, Student Attitude Towards Mathematics, Student Satisfaction Level, and Colorado Students' Perception Survey. The data were presented through Descriptive Analysis, Preliminary Analysis through Kaiser- Meyer-Olkin (KMO), and Bartlett's test of Sphericity. The Main Factor Analysis was run through Principal Component Analysis with eigenvalue extraction and Varimax rotation.

RESULTS
The results revealed that the student-profile factors and student related-factors directly influenced the utilization of MILAPlus instructional strategy even if it loads low on Factor Analysis. The Mathematics performance of the respondents was at satisfactory level, the student numeracy was on the emergent level, and the student reading comprehension was on the instructional level. The student attitudes towards Mathematics fell under the Somewhat category, contrary to student satisfaction level which was extremely satisfied on average. The teacher-related factors were at the higher WAM levels and loaded high on factor analysis.

DISCUSSIONS
MILA Power Plus Instructional Strategy Manual was the output of the study. Based on the findings and conclusions, it was recommended that students continually enhance, discover, and develop their numerical faculty and reading comprehension ability by working in varied learning activities; for the teachers to use the Enhanced MILA Power Plus instructional strategy; and for future researchers to use the present study as basis in investigating further on factors affecting the utilization of an effective instructional strategy in mathematics education.

KEYWORDS: effective mathematics classroom instruction, factor analysis, MILAPlus instructional strategy

SUBMISSION ID: R04A-QUEZON-0095

Factor That Cause Behavioral Problems of ALS Learners in Bauan West District Basis for Learning Enhancement Program

Jenelyn M. Castillo, Joel B. Lubis, & Teodulo O. Ilao, Philippines Teachers Association - Bauan West Dist.

Abstract

INTRODUCTION
There were a lot of studies on ALS learners' misbehavior. Some researchers define classroom misbehavior as making nonverbal noise, disobedience, talking out of turn, slowness, non-punctuality, physical aggression, untidiness, and verbal abuse.

METHODS
Multiple methods design was used; grounded theory approach, and focus groups with the learners and their family. This is a descriptive qualitative research design for teacher's observation to identify the common misbehavior the pupils manifested. Nine students were noted to have behavioral problems. To identify the possible causes or factors behind their manifested misbehavior, an informal interview with the pupils was conducted. The survey questionnaire was administered to determine the extent to which the listed misbehavior was manifested by the pupils, then the teacher conducted home visitation. We also conferred with their parents and sought their assistance in correcting their child's misbehavior.

RESULTS
The misbehavior obtained great extent descriptive interpretation as confirmed by the average weighted mean of 3.60, which imply the existence of behavioral problems among the pupils. It could also be inferred that there are factors that influenced the pupils from manifesting varied types of misbehavior. Factors may have evolved from the nature of the pupils, home, community and even from the teachers.

DISCUSSIONS
After two months, the researcher recorded the frequency in which the same pupils manifest the same misbehavior. The records revealed that their previous manifestation of misbehavior was minimized but not totally gone. The previous records of daily misbehavior of pupils were trimmed down to twice a week, then to once a week till some pupil's misbehavior was gone.

KEYWORDS: evolved, manifested, cognizant, influenced

SUBMISSION ID: R04A-BATANP-1341

Factors Affecting Reading Comprehension of Grade Five pupils of San Vicente Elementary

Jennifer O. Mendoza, Marjorie M. Despida, & Wilma Penaloza, Department of Education Sto. Tomas

Abstract

INTRODUCTION
Reading can be one of the most rewarding preoccupation.

METHODS
The researcher used the descriptive type of research in this study. It includes observation, surveys and interviews, standardized test, and case studies.

RESULTS
The findings revealed that there are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning, and monitoring comprehension.

DISCUSSIONS
The researcher has come up with the following conclusions: parents, specifically the mothers' educational level was one of the factors that positively related to children's academic achievement. This is clearly supported by the results of the respondents' scores in the comprehension test. Therefore, comprehension takes place if the willingness and the desire of the students to understand the text are present. Teachers' competency in teaching reading is also a contributing factor.

KEYWORDS: Reading comprehension

SUBMISSION ID: R04A-BATANP-2031

**Factors Affecting Absenteeism of Kindergarten Learners (PM Session) of
San Marcos Elementary School During the SY 2018 - 2019**

Clariza Malabanan, Department of Education

Abstract

INTRODUCTION
Absenteeism affects the teacher's ability to present classwork in a sequential and organized way. This can have an effect on the progress and performance of the students in the class. Several studies in the school were conducted in the past but none of them was focused on absenteeism. The purpose of conducting this action research is to reveal and document the factors why some pupils of Kindergarten in the afternoon session of San Marcos Elementary School SY 2018-2019 are being absent all the time.

METHODS
Descriptive Design was used to find out the factors affecting absenteeism of Kindergarten Learners. Random sampling was used to select the respondents.

RESULTS
The researcher consolidated the number of absences incurred by Kindergarten PM Session. 8 out of 24 pupils are always absent in the class. The average attendance of Kindergarten PM Session is 82% in three months. 66% of pupils are residing at the far-flung areas. Other reasons are poverty, uneducated parents, and lack of interest in education.

DISCUSSIONS
After the documentation of the reasons of absenteeism, the school is now ready to prioritize programs that would promote child care. Intense feeding program should be implemented and interventions like home visitation are needed to remedy the problem. Educating the parents is also important to sustain the interest of the children in education. This paper could also ignite the interest of other teachers to do more research on the efficacy of interventions done in the school to minimize absenteeism.

KEYWORDS: FACTORS AFFECTING ABSENTEEISM OF KINDERGARTEN LEARNERS

SUBMISSION ID: R04A-SANPAB-0110

Factors Affecting Academic Performance of Grade 7 Students of Munting Ilog National High School Silang West Annex in Mathematics: Basis for Cip Math - Unlad Program

Annabel R. Estiller, Prudence Ann Solomom, Rochelle R. Desacola, & Sally Bayan

(Adviser: Rochelle Desacola)

Abstract

INTRODUCTION

Most people today still believe that Mathematics is all about computation yet it is in fact seen in almost every field. We use measurement in fashion, angles in sports; we see numbers in calendars, clocks and signs; we see patterns, symmetries and different geometric shapes almost everywhere. This is how important Mathematics is in real life. For mathematicians, it is a tool for knowing structures, relationships, and patterns of mathematical ideas, and therefore producing solutions for complex real-life problems.

METHODS

The study population is the Grade 7 students of Munting Ilog National High School - Silang West Annex. Using the purposive sampling technique, the researchers selected seventy participants with below 75 percent grade in mathematics.

RESULTS

The intervention program has gone for 23 days. The researchers have given pre-test and post-test. The test is composed of 60-item questions comprising lessons on the second quarter. The result from the pre-test shows that 88% of the questions asked is not mastered. It means that the MPS is less than or equal to 33 percent. It has improved after the intervention program. The result of the post-test shows that only 15% of the questions given are not mastered.

DISCUSSIONS

Overall, the researchers have concluded that the program, specifically the CIP Math-Unlad can be a solution for the problem on low academic performance of students. The researchers have also seen the importance of continuous follow up. This is why the researchers have recommended continuous monitoring of the participants' performance until end of the school year.

KEYWORDS: CIP

SUBMISSION ID: R04A-CAVITP-1372

**Factors Affecting Academic Performance of Secondary Students: Basis for
Proposed Guidance Program**

Claire Rosarda

Abstract

INTRODUCTION
With pressing issues regarding students who are faced with various predicaments like those heard or read from media such as juvenile crimes from different social media applications that are present now a days are factors especially teachers and parents need to be cognizant of how they could be of help and be instruments for the regeneration of these young individuals who are mostly in their secondary school ages. The study evolved to conduct the factors affecting students' academic performance in secondary level. Likewise, the results of the study were used as basis for a proposed guidance program.

METHODS
The study utilized the descriptive normative survey method which employs a survey questionnaire in gathering data about the present condition. Three groups of respondents were used namely the students, parents and teachers. The purposive sampling technique was utilized in this study.

RESULTS
Results revealed that the academic performance of students were influenced by factors such as parents' educational attainment, socioeconomic status of family, peer influence and other family factors. Teachers encountered problems relative to guidance and counseling concerns. The problems are arranged accordingly: insufficient testing materials for student's assessment, Guidance office facilities are not conducive for testing and counseling, lack of information tools, inadequate reading materials for students' exposure to different careers, inadequate funding for each program, guidance office staff have not enough training, lack of orientation and information about the guidance office's functions and services, and irregular counseling schedules.

DISCUSSIONS
The factors affecting students' academic performance were dependent on each other.

KEYWORDS: academic performance, guidance program, family factors, peer influence, socioeconomic status

Factors Affecting Culture of Research: Input to the Educational Progress and Professional Growth and Development

Arlene G. Brion, Eloisa I. Sarmiento, & Khristine Anne C. Lat, Department of Education - San Pablo City

Abstract

INTRODUCTION
RA 9155 mandates that the Department of Education enact policies and mechanisms through which the delivery of quality basic education may be continuously improved. Meanwhile, the Basic Education Governance Act of 2001 underscored the role of research in the management and administration of the basic education system.

METHODS
This investigation is generally a descriptive research. The respondents were 114 public elementary teachers in San Pablo City. Simple descriptive statistics were used to determine the homogeneity and heterogeneity of data like the respondent-related factors, how they perceived culture of research, and the identified factors affecting it. Meanwhile, to answer if the profile of the respondents significantly affects the factors of the culture of research, analysis of variance was used. The data collected were tested at 0.05 level of significance.

RESULTS
The respondents Moderately Agree when they perceived the culture of research and the factors affecting it. Meanwhile, Age and Gender are Significantly Related, which implies that they are more focused, eager, and interested in conducting research. In addition, Factors Affecting the Conduct of research Significantly Affect the educational progress and professional growth and development. Time constraints, lack of research schema, overlapping tasks, financial instability, are some factors that affect the interests of teachers in research.

DISCUSSIONS
Based on the data gathered, the respondents were dominated by the age range of 31 to 40 years old which comprised 46% or 53 out of 114 teachers. Meanwhile, the teacher-respondents were dominated by the 104 female teachers. Respondents were dominated by teachers with 11 - 15 years of service and mostly are Bachelor's Degree graduates. However, only 22 have conducted researches. Meanwhile, having the overall mean of 3.83 with verbal interpretation of Moderately Agree, respondents perceived that conducting research helps people nurture their potential and achieve goals through various opportunities. Moreover, Time Constraints, Overlapping Tasks, Lack of Research Schema, and Financial Instability are the factors that affect the culture of research with the P-values of 0.01 and 0.00.

KEYWORDS: Culture of Research, Educational Progress, Factors Affecting Conduct of Research

**Factors Affecting Decision in Choosing a Course in College Inclined with
ABM Strand**

Cheenee Yum Balderama, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION
The choice of course in college was a crucial decision to make for graduating students from Senior High School. The study aims to determine the factor that affects the decision making of graduating students regarding their course, particularly the ABM students.

METHODS
The research used descriptive and exploratory analysis study. Graduating ABM students were given survey questionnaire to know the different factors that informed how they chose a course in college.

RESULTS
Based from the gathered data it shows that these factors were: financial status, family decisions, peer influence, and students' personal choice.

DISCUSSIONS
The K-12 program as the new basic curriculum of education primarily help the students to choose their future career. The study could be used as guiding principles in choosing college course accordingly.

KEYWORDS: Factors Affecting, Courses, Decisions

Factors Affecting Dropout of Pupils in Selected Elementary Schools in the North District, Divison of Lipa City: Basis for a Proposed Action Plan

Beverly Rosete, Department of Education

Abstract

INTRODUCTION

According to the Department of Education (2007), the dropout rate is certainly one measure used to assess an educational system. In the Philippines, the dropout rates revealed an alarming 83.7 percent. The country is producing 2.13 million college dropouts annually. The purpose of the study is to investigate teachers' perceptions on the factors that influence school dropout among pupils in the North District, Division of Lipa City.

METHODS

The research strategy employs the correlational design. With data collected through quantitative analysis the result was tabulated and interpreted using various statistical tools. Correlational analysis was conducted to test the significant differences of each variable in the study.

RESULTS

Financial problem and peer pressure are Highly Observable factor of dropping out while academic problem is observable. The teacher addressed the issues to lessen the pupils' dropout rate by enhancing the Student-Teacher Interaction, Parental and Community Involvement. The variables have no significant difference between the teacher's profile and the perceived factors that can influence pupils' dropout.

DISCUSSIONS

The result demonstrates the need of coordinated involvement of school, parent and community. Government should establish schools near villages to ensure accessibility of education for rural population.

KEYWORDS: dropout, action plan, Factors

Factors affecting Drug Addiction: basis for Preventive Program for Students in Pedro A. Paterno National High School

Angela Laquian & Na Jimmy Laquian

Abstract

INTRODUCTION
This action research identified the factors that caused drug addiction among high school students in Pedro A. Paterno National High School. To make this research reliable, questionnaires were administered to collect information.

METHODS
This study used questionnaires. Descriptive method of research is suitable to identify the factors that cause drug addiction among high school students in Pedro A. Paterno National High School.

RESULTS
Many respondents favored that coping up with their personal problems is the main cause of drug addiction. The reason why some students become addicted to drugs is because of peer pressure.

DISCUSSIONS
The results demonstrate that emotional support from families and relatives is one of the treatment options that could possibly help to efface the drug addiction among high school students. The community as well should encourage the participation of students in extra-curricular activities in different programs of community to prevent the use of drugs.

KEYWORDS: drug addiction preventive measures

**Factors Affecting English Instructions and Language Competency
Development in Selected National High School in Rosario Districts: Basis
for Plan of Action**

Mariel G. Hungoy & Nida A. Ilagan, Alupay National High School

Abstract

INTRODUCTION

Teachers as professionals are expected to respond to any curriculum changes to make teaching dynamic and effective. The demand for better quality English instructions and language competency development gets more sophisticated. This study described the present phenomenon of the teachers' abrupt adjustment to the English instructions and language competency development in select National High Schools in Rosario District.

METHODS

The method used in collecting data was survey questionnaire. 120 student respondents and 30 teachers respond to a set of structured questions.

RESULTS

Post Test revealed that the result could not be represented by their General Percentage Average. English instructions were highly utilized by the teacher in enhancing the performance task to increase the positive effect in using the performance-based assessment. Lastly, students had the most difficulty in listening which is one of the basic factors affecting the language competency that they need to learn.

DISCUSSIONS

Selecting instructional strategies that will suit students' interest in learning and training teachers on the different pedagogical techniques and approaches is highly advised.

KEYWORDS: English instructions, language competency, instructional strategies, pedagogical techniques

SUBMISSION ID: R04A-BATANP-1866

Factors Affecting English Speaking Performance of Grade 10 Students at Jose Lopez Manzano National High School S.Y. 2018-2019: A Basis for Improvement

Mylene Sauna, Department of Education

Abstract

INTRODUCTION
The study was conducted to identify the factors affecting the English-speaking performance among Grade 10 students which was used as a basis for improvement.

METHODS
The current research was descriptive in nature. The selection of respondents for the study is the Grade 10 students of Jose Lopez Manzano National High School, with a total of 30 students and 10 English teachers.

RESULTS
The results of the study were represented by two tables. Table 1 represented the speaking problems or difficulties of the respondents. Table 2 represented the factors affecting students' language performance in English. The results were used as basis for an instructional material or action plan to improve their performance.

DISCUSSIONS
The study will be conducted since it was found out that students of Grade 10 have difficulty in expressing their thoughts using English as a medium of instruction.

KEYWORDS: Communicative competence, speaking performance, Speaking problems

SUBMISSION ID: R04A-BATANP-0930

Factors Affecting English Writing Composition among Junior High School Students

Elvira Dolot & Navera Mis

Abstract

INTRODUCTION
Writing is one of the four macro skills that are difficult to master and acquire. It needs a reader or audience to interpret the written language, and to understand the message behind the written text. The main thrust of the study is to find out the factors affecting the English Writing Composition among Junior High School Students. Specifically: to describe the profile of the student respondents in terms of age, gender, last school attended and interest; to determine the factors that affect the writing composition in English in terms of; teacher factor, student factor, classroom/physical facilities, social factor; to determine the problems encountered in writing composition in English; to test the significant difference of the factors affecting writing composition in English when grouped according to profile; and to propose a learning enhancement program based on the results of the study.

METHODS
The researcher used the descriptive method. A survey questionnaire was used to determine the factors affecting the English writing composition among grade 8 students. The subjects of this study were all 215 grade 8 students out of 900 total population of Natalia V. Ramos Memorial National High School S.Y 2015-2016. No sampling method was used since all of the grade 8 students were chosen.

RESULTS
The age, gender, last school attended, and interest of the students do not affect their writing composition in English. Teacher uses different strategies, requires more writing activities, gives enough time, and teaches proper ways of writing composition. Though students can write English composition, they still need to improve their writing skills. Classroom and physical facilities are functional yet still lack modern technologies to supply the students' needs. The social environment of the students does not affect their writing composition in English.

DISCUSSIONS
Teachers still need to find resources and even attend different training to enhance teaching skill. Students should focus more attention in writing activities in school. The school must provide and upgrade physical facilities, modern technologies and gadgets to meet the need of the students in writing composition.

KEYWORDS: Writing Composition, English Writing Composition, Factors Affecting Writing

SUBMISSION ID: R04A-BATANC-0362

Factors Affecting Grade VI Pupils Academic Achievement at Taysan Central School

Corazon Perea, Fluellen Arnigo, & Ranilo Tejada

Abstract

INTRODUCTION
With the advent of so many trends in the educational field, teachers work became complicated and numerous. Results of some educational researches and studies point out that the achievement of Grade VI pupils is equal to that of a fourth grader. With this alarming situation, the researchers took the courage of undertaking a simple research on the underlying factors that contributed to the low achievement of their pupils (a grade VI class).

METHODS
A survey questionnaire was used to determine the possible causes of low academic achievement of pupils in Grade VI class. The researchers issued the survey questionnaires to the pupils. After a day, the same questionnaires were collected for checkup and recording. All the answers to the questionnaires were recorded in tabulated form. The results were analyzed and studied. All the findings were noted.

RESULTS
It was found out that the following factors greatly affected the academic achievements of Grade VI pupils in our school, arranged according to weight: Games and amusement, Poor Study Habits, Interest in the lesson, Absenteeism, Education of Parents, Economic factors, Home chores, Age.

DISCUSSIONS
There are factors affecting pupils' academic achievement which can be remedied if there will be coordinated efforts on the part of the school and parents.

KEYWORDS: factors, affecting, academic achievement

**Factors Affecting Learning Abilities in Science of Grade 9 Students of
Lucsuhin National High School, Calatagan District**

Janice Bacit, Lucsuhin National High School

Abstract

INTRODUCTION

The purpose of education is not merely to contribute to the continuity of culture but also to change peacefully and rationally the material foundations of civilization. Science is a subject taught among high school students to develop the knowledge and skills of students.

METHODS

This study utilized a questionnaire in gathering the necessary data, focused on the factors affecting the learning ability of Grade 9 students of Lucsuhin National High School. The result of the study will become the basis for a proposed action plan. To substantiate the study, the researcher also used interview method.

RESULTS

The two groups of respondents perceived that students were greatly affected by factors such as learning skills, time management, curriculum content, delivery of instruction; and learning materials like textbook, equipment and apparatuses. There was no significant difference in the responses of the teacher-respondents regarding the factors affecting the learning ability of the students when they are grouped according to their profile variables. There was no significant difference in the responses of the two groups of respondents regarding the factors that affect the learning ability of the students.

DISCUSSIONS

Students must be encouraged to have positive idea and attitude in learning the different activities presented by the teachers in Science class. Teacher should explore different techniques and strategies to improve the learning ability of the students in Science.

KEYWORDS: Learning Abilities, Science, students, teachers

SUBMISSION ID: R04A-BATANP-1767

Factors Affecting Mathematics Achievement of Grade 5 Pupils of Pooc Elementary School in the School Year 2018-2019

Jenalyn Gambana, Rowena L. Gatchalian, & Susana Torres, Department of Education

Abstract

INTRODUCTION
Mathematics is one of the compulsory core subjects in the elementary level of education. Despite the wide applicability and importance of Mathematics, many pupils did not perform well in the subject.

METHODS
The pupils were given questionnaires divided into three categories: pupil related factors, teacher related factors, and parents related factors.

RESULTS
In the extent of pupil related factors, positive attitude and positive study habits of pupils towards Mathematics were seen only often and sometimes. This showed that pupils need to be motivated to study Mathematics. In the extent of teacher related factors, good personality traits and teaching skills of teacher were always seen. This showed that the teacher was doing her best to teach the pupils. In the extent of parent related factors, support and involvement were seen only sometimes. This showed that parents must realize that pupils need their full support and help.

DISCUSSIONS
The results revealed that there are really factors affecting the Mathematics achievement of pupils.

KEYWORDS: MATHEMATICS, ACHIEVEMENT, FACTORS

Factors Affecting Nutritional Status of Severely and Wasted Pupils in Pook Elementary School

Victoria Magpantay

Abstract

INTRODUCTION
Good health and proper nutrition give school children greater ability to learn and do more, thereby enhancing their physical, intellectual, social, emotional and moral development. Nutritionally at-risk children are already handicapped in terms of learning abilities and even opportunities. The purpose of the study is to uncover the ideas regarding the health of the fellow pupils of Pook Elementary School. This will also include the plan and strategy to improve and lessen the number of malnourished children in the school.

METHODS
The researcher utilized the descriptive survey method that determined the demographic profile of the respondents, and the factors affecting the nutritional status of pupils as perceived by the teachers and parent of pupils in Pook Elementary School.

RESULTS
Based on the result of the study the pupils who are classified as severely and wasted will be included in LAKASS program. The factors affecting the nutritional status of pupils in Pook Elementary School were presented in the table above.

DISCUSSIONS
After gathering the result, the best way to solve the problem according to the respondents of the study is by conducting feeding program. As a result, also of the research and the survey conducted, the proposed action plan will be feeding program. It can help to improve the nutritional status of Pook Elementary School pupils because teachers can identify what are the nutritional needs of pupils.

KEYWORDS: Nutritional Status, Consultation, Mobilization, Partnership, Malnutrition

SUBMISSION ID: R04A-BATANP-1414

Factors Affecting Parents' Participation in School Activities

Emie Rhose G. Hernandez, NAVERA MIS
(Adviser: Charmain Valero)

Abstract

INTRODUCTION
The research is entitled Factors Affecting Parents' Participation in School Activities.

METHODS
The researchers used questionnaire to gather data from 50 respondents.

RESULTS
The factors affecting parents' participation in school are conflict on schedule.

DISCUSSIONS
The researchers recommend a family day activity to enhance the parent's participation in school activities.

KEYWORDS: Parents' Participation, School Activities, Perception, Communication

SUBMISSION ID: R04A-BATANC-0219

Factors Affecting Performance in Elementary Mathematics: Basis for an Action Plan

Jun Buenavista, Department of Education - Imus

Abstract

INTRODUCTION
To most, mathematics is difficult. The researcher identified factors & problems arising from the low performance of the learners in mathematics to enable the teachers to adopt and improve the performance of the learners in mathematics.

METHODS
The study utilized the descriptive & developmental method of research. The study is concerned with identifying the factors affecting the performance of Grade 5 learners. Data from the study will be gathered through the use of researcher-made questionnaire. The respondents of the study were composed of 26 master teachers, 40 math teachers, and 34 parents (PTA President). This study was conducted in the Division of Imus City comprising 26 Elementary Schools for the school year 2017-2018.

RESULTS
The performance of Grade 5 learners in mathematics for the last 3 years have similar performance level - Average. The assessment on the Factors Affecting the Performance of learners in Mathematics rated as Evident. There was no significant difference on the assessments of the respondents on factors affecting mathematics performance of Grade 5.

DISCUSSIONS
The teachers should exert more time and effort in teaching mathematics to strengthen computational skills of the learners.

KEYWORDS: performance, elementary, mathematics, action plan

SUBMISSION ID: R04A-IMUSC1-0050

Factors Affecting Poor Academic Performance of Grade 9 Students in Lucsuhin National High School: Basis for a Proposed Remediation Program

Mary Grace Medina, Lucsuhin National High School

Abstract

INTRODUCTION

Poor academic performance is defined as falling below an expected standard. It has been observed in school subjects especially Mathematics and English language among secondary school students. Poor academic performance was affected by either the teachers' personality traits, teaching skills and instructional materials or by the students themselves, and other personal factors.

METHODS

The study employed the descriptive research design. The respondents consisted of 10 faculty and 200 third-year students. The main tool used in this study was a questionnaire on students' level of interest, their study habits, and their teachers' personality traits, teaching skills and instructional materials use in teaching as perceived by the students. The statistical tools used were weighted mean, rank, percentage, and Chi-Square Test.

RESULTS

The study showed that student-related factors such as study habits and interests and teachers-related factors which include personality traits, teaching skills and instructional materials greatly affect the poor performance of Grade 9 students. There was also a significant relationship between students' academic performance and student and teacher-related factors. Remediation Program was proposed upon the results of the study.

DISCUSSIONS

The program has motivated students to have a better understanding and awareness of the actual situation in their learning. This has also added information about the strategy to help students to focus more in learning their lessons and avoid getting involved and affected by those factors that affects their academic performance.

KEYWORDS: Poor Academic Performance, Remediation Program, Student

Factors Affecting Pupils' Behavior in Learning Araling Panlipunan among Grade IV Pupils in Julian A. Pastor Memorial Elementary School

Benilda Perlada & Dancel Macalalad, JAPMES

Abstract

INTRODUCTION
Teaching Araling Panlipunan is challenging. Learning task should neither be too easy to bore the students nor too difficult to discourage them. This is why the researcher considered examining how they are influenced by these factors and how their hobbies, interests, and relationship with other people are affected.

METHODS
Descriptive method of research was employed in the study. This research involved 163 Grade IV pupils of Julian A. Pastor Memorial Elementary School as respondents of the study.

RESULTS
The teachers, as the agent of learning should always make it a point that pupils feel confident and comfortable to ensure maximum outcome. Pupils must be empowered by helping them combat personal factors affecting their learning performance.

DISCUSSIONS
The results reflect that there are factors related to pupils themselves, family and teacher extremely affecting pupils' learning behavior in Araling Panlipunan. Pupils' relationship with peers, family and teacher were influenced on a very great extent by factors related to pupils themselves, family and teacher.

KEYWORDS: pupils' behavior, assessment, Araling Panlipunan,

Factors Affecting Pupils' Behavior in Learning Araling Panlipunan among Grade IV Pupils in Julian A. Pastor Memorial Elementary School

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KEYWORDS: pupils' behavior, Araling Panlipunan, assessment

**Factors Affecting Pupils' Behavior in Learning Music Under K - 12
Programs among Grade Vi Pupils of Batangas City East Elementary School**

Roger Caballero, Department of Education - Batangas City

Abstract

INTRODUCTION
The K-12 Curriculum reinvented the teaching of music, arts, physical education and health in the elementary grades with added features. From the previous MSEP which stands for Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan, the said subject area is presented in a different package not only by adding the teaching of Health but also by making the lessons and activities more responsive to the needs of learners.

METHODS
This study assesses the factors affecting learning behavior in music among pupils of Batangas City East Elementary School. The target subjects of the study are 43 grade VI section Venus and Neptune. The descriptive method of research was applied using teacher-made test to determine the performance of the pupils.

RESULTS
There are factors related to pupils themselves, family and teacher moderately affecting pupils' learning behavior in Music. The proposed measures will improve the behavior of the pupils in learning MAPEH under K-12 Curriculum.

DISCUSSIONS
The results of the assessment made are shown in the succeeding tables.

KEYWORDS: FACTORS AFFECTING PUPILS' BEHAVIOR IN LEARNING MUSIC UNDER K - 12 PROGRAMS

SUBMISSION ID: R04A-BATANC-0308

Factors Affecting Pupils' Learning Behavior Under K to 12 Curriculum among Grade 3 Pupils of Tambo Elementary School

Cherileen L. Resaba

Abstract

INTRODUCTION
The classroom has been called the experimental laboratory of the children. This is the place where classroom management and discipline are considered important dynamic in students' experience and success. A well-managed classroom may imply good behavior among the students. Effective teaching and learning cannot take place in a poorly managed classroom (Marzano, 2003). If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer.

METHODS
This research covered the assessment of the home-related factors and school-related factors affecting pupils' learning behavior under K to 12 Curriculum. A descriptive research method was employed with constructed questionnaire as data gathering instrument. Relevant data gathered were analyzed using frequency count, weighted mean, and ranking. 140 Grade 3 pupils of Tambo Elementary School were considered as the respondents of the study.

RESULTS
Pupils' disciplinary problems may be described in terms of health, social attitude and classroom behavior. There is a significant relationship on factors affecting pupils' behavior in learning under K to 12 Curriculum and the extent of the respondents' assessment on the factors affecting pupils' health, social attitude and classroom behavior.

DISCUSSIONS
The researcher recommend that teachers conduct assessments to uncover the factors affecting their pupils' learning behavior and design measures to help them cope. School reforms and policies should be focused in strengthening positive health, social attitudes, and classroom behaviors to minimize disciplinary problems.

KEYWORDS: pupils' behavior, K to 12 Curriculum, Assessments, Social Attitudes

Factors Affecting Reading Performance of Grade III Pupils of Agus-os Elementary School

Ermalyn C. Aguila, Joymae D. Ramos, & Ma. Lourdes M. Del Barrio, Department of Education

Abstract

INTRODUCTION

The main objective of the study is to determine the reasons that contribute to the reading skills of the slow readers and readers at risk (frustration readers) of the Grade 3 pupils as determined by the pre-test of Phil-IRI of the Agus-os Elementary School in Indang, Cavite as basis for the need of an intervention program.

METHODS

The research study used descriptive research design. Quantitative method was utilized to interpret the result of the survey questionnaire. The first set of structured questions about the "Reasons Why Pupils Have Difficulty in Reading" will be answered by the parents of selected Grade 3 pupils. The other set of questions is composed of two parts and will be answered by the selected Grade 3 pupils. The first part of the questionnaire are checklists that will determine the reading preferences of the pupils in terms of reading materials, reading form, reading companion, and learning medium. The second part are questions wherein the pupils will provide their own answer to questions. The respondents were pupils and parents purposively selected as identified by the Phil-IRI as "frustration readers".

RESULTS

Results showed that parents of Grade 3 pupils perceived that "Lack of Parents Supervision/Guidance" as the main reason why pupils have difficulty in reading. In terms of the answers gathered from the students, most of them prefers to read short stories. It's easier for them to recognize words when written in big letters. Results also show that pupils prefer reading with a partner. Furthermore, pupils consider difficulties in recognizing letters and words as the main reason why they have difficulties in reading and comprehension. On the other hand, they believe that practice and frequent reading, and the use of reading drills will help them improve their reading and comprehension.

DISCUSSIONS

The result of the study suggests the need for an intervention program to address the pupils' issue on difficulties in reading and comprehension. It may focus on giving take home reading materials that can enhance Teacher-student-parent cooperation. Boost peer tutoring during free time and remediation. Training of teachers for Teaching Beginning Reading and giving recognition and rewards for best readers may also be considered.

KEYWORDS: Reading Performance, Grade III Pupils, Reading Comprehension, Factors Affecting Reading

SUBMISSION ID: R04A-CAVITP-0823

**Factors Affecting Reading Performance of Pupils Basis for Action Plan in
Reading Program at Magapi Elementary School**

Buena Aala, Lorenza Briones, & Nenita Mendoza, Department of Education

Abstract

INTRODUCTION
 A child's reading ability can be affected by many factors including background knowledge, home environment and interest level. The main   purpose of this study is to determine the factors that affect the level of reading performance among pupils and proposed action plan in reading program.

METHODS
The researcher used descriptive method to gather facts about the current situations. Questionnaire was employed to collect perceptions from the respondents, specifically, regarding the factors that affect the reading performance.

RESULTS
The level of factors affecting reading performance among pupils are the following: prior knowledge through experiential learning of pupils are perceived high level at 57% and the rest are in moderately high level 43%. In terms of vocabulary, most respondents perceived high level at 71 % while other respondents at 39% which means moderately high.

DISCUSSIONS
This approach brought radical changes concerning language learning and teaching, the most notable of which is the transition of perspectives on the role of teacher from being the "fountain of knowledge". Most of the respondents shared their best practices that they used in their respective classes such as: Project Big Sister and Big Brother; Project teach each one; Project functional reading corner; and Project noon reading.

KEYWORDS: AFFECTING, READING, PERFORMANCE, ACTION PLAN

Factors Affecting School Readiness of Kindergarten Pupils in Bambang Elementary School

Mary Rose Garcia, Bambang Elementary School

Abstract

INTRODUCTION
Kindergarten education is vital to the academic and technical development of the Filipino child. The child's initial school experience can influence the way they perform in future school activities.

METHODS
This study utilized descriptive method of research with questionnaires as the main instrument of gathering data. The respondents of this study would be 38 parents of Kindergarten Pupils SY 2018-2019 in Bambang Elementary School.

RESULTS
Through this study, the factors affecting school readiness of Kindergarten pupils were assessed by means of gathering feedback of the target respondents. After gaining additional feedback from the parent-respondents, the researcher conclude that a kindergarten teacher should identify non-academic skills as more important. The educators in early childhood education felt the need for the alignment of ECE curriculum with the standards of the K to 12 curriculum. The researchers highlighted the need for smooth transitions from preschool to grade school so as to facilitate continuity of learning.

DISCUSSIONS
Results of the study emphasized that there should be a continuous review of the curriculum content and design so that it would properly address the needs of children and to help them adjust effectively to the demands of formal education. The final output of this study is the course of action that helps pupils to become ready for schooling in Kindergarten.

KEYWORDS: factors, school readiness, kindergarten education, early childhood development, Kto12 Curriculum

Factors Affecting Student Behavior of Grade V-Patience in Balele Elementary School School Year 2018-2019

Jocelyn Esmeralda, School Paper Adviser

Abstract

INTRODUCTION

Character education has been a part of public schooling in the Philippines since its beginning. Nowadays, it has been implemented under the K to 12 Curriculum as Edukasyon sa Pagpapakatao. The current emphasis on character education in schools began in the early 1990s as an attempt to lessen the increasingly violent behavior of students as observed by most of the teachers.

METHODS

The researcher used the multiple case study that determined different factors affecting the behavior of Grade V-Patience pupils of Balele Elementary School, school year 2018-2019. It involved the gathering of data through interview and survey in the attempt to test the hypothesis.

RESULTS

After the thorough analysis and interpretation of data gathered, the following results had been attained in connection with the statement of the problem. That most of the students having negative behavior came from a broken family. Those who were in that case have different situations e.g. early marriage, poverty, unemployment, conflict of both families, and miscommunication. Those situations led the parents to have misunderstandings that cause separation and divorce. The issues often involved in family conflict are communication skills like shouting, silence, swearing, name calling, keeping secrets and issuing threats or using ultimatums.

DISCUSSIONS

When a child misbehaves or fails to meet expectations at school, the child's home and family life should be considered. Several family factors can affect a child's behavior and ability to perform in the classroom. These include economic stability, changes in family relationships, parental attitudes toward education, and incidence of child abuse. Children who have parents who encourage academic success are more likely to develop their own aspirations for higher education.

KEYWORDS: attitudes, expectations, behavior

Factors Affecting Students' Lack of Interest in their Class Lessons among Grade Nine Students of Tagaytay City National High School

Jocelyn Villaluz & Jonalyn Salamat, Department Of Education, Tagaytay City National High School

Abstract

INTRODUCTION

The researchers focused on the lack of interest of students in their class lesson. In this study, we scrutinized reasons that determine how the students will be successful in the achievement of learning.

METHODS

An in-depth semi-structured interview had been applied in this qualitative study for collecting data. Descriptive research was used by the researchers. The respondents of the study were twenty (20) Grade nine secondary teachers in Tagaytay City National High School. There were two (2) Science Teachers, two (2) Araling Panlipunan Teachers, three (3) English Teachers, three (3) Filipino Teachers, two (2) ESP Teachers, two (2) Math Teachers, two (2) MAPEH Teachers, and four (4) TLE Teachers. They were given five questions with three indicators each. The data were computed using frequency and percentage. The data were interpreted using the highest and lowest frequency score.

RESULTS

Our result revealed that teaching strategy mainly affect the interest of the learners, and cooperation of the parents with the teacher in their school activities can help solve the lack in interest. Moreover, school environment greatly affects students in their class lessons especially in a crowded classroom setting. Aside from that, we discovered that giving recognition, incentives, and extra work will catch their attention in class lessons.

DISCUSSIONS

Interest of students in different subject areas is very important in academic performance. The result shows that there are many sources of influence contributed to students' lack of interest in their class lessons. It was revealed that academic support from the teachers, school, stakeholders, and parents could increase interest in their class lessons.

KEYWORDS: INTEREST, ACHIEVEMENT, CLASS LESSON

SUBMISSION ID: R04A-CAVITP-1156

Factors Affecting Students' Performance in Campus Journalism Contest: The Case of Batch 2017-2018 Campus Journalists of Tipas NHS

Laica I. Macuha & Anamarie L. Gutierrez

(Adviser: Norvic Remo)

Abstract

INTRODUCTION
Tracing back the performance of Tipas National High School in campus journalism contests, the school was able to qualify on Regional level contests but failed to send delegates in any NSPC contest. They chose the current batch of student journalists of Tipas NHS to be the subject of the study for they are believed to be knowledgeable which this study requires.

METHODS
The researchers used survey questionnaire to obtain the primary data. The researchers randomly picked 20 campus journalists to answer the self-made survey questionnaire, and underwent one on one interview with them.

RESULTS
Majority of the respondents agreed that there are factors that affect their performance in a campus journalism contest. Among the top three factors are setting rigid trainings, resource speakers, and some internal factors felt during the competition.

DISCUSSIONS
It can be derived from the result of the study that there were several factors that affect the campus journalist's performance in campus journalism, and the whole publication of Tipas NHS need to intensify their training program in campus journalism.

KEYWORDS: campus journalism

SUBMISSION ID: R04A-BATANP-0253

Factors Affecting Study Habits of Grade V Pupils of Dao Elementary School

Rowena Aguado, Department of Education - Batangas City

Abstract

INTRODUCTION
It is important, more than ever, that young generations of today receive good education. At the same time, many distractions, like television or video games stand in the way of children's study times. The Department of Education continuously launches different programs intended to develop and enhance pupils' study habits.

METHODS
The study utilized the descriptive method of research to analyze the factors that affect the study habits of intermediate pupils in Dao Elementary School.

RESULTS
Pupils' performance in the component of assignment and homework, attendance and punctuality, behavior or attitude and result of written examination like quizzes and periodical test were assessed. Pupils got 75-79 which signifies fair performance. Sickness was the main reason why pupils skip their classes. With respect to doing homework, majority or 37 pupils claimed that they prefer to play rather than make assignments. In regard with the performance of pupils in quizzes, 32 percent of them claimed that poor time management in reviewing their lessons is the main reason why they do not perform well in tests.

DISCUSSIONS
Constant monitoring and requiring excuse slip from pupils who incurred absences or tardiness duly signed by parents or guardian may be conducted. Strategies like reward system may be given to pupils who excel in the performance output, class participation, and test results to boost confidence among pupils.

KEYWORDS: study habits, performance, absenteeism, factor

Factors Affecting Teacher Professionalism

Sabeniano Rosales

Abstract

INTRODUCTION

Republic Act No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 was adopted as the Code of Ethics for Professional Teachers here in the Philippines. This demands strict adherence to and observance of ethical and moral principles, standards, and values, inside the school and out. However, this conservative idea of professionalism is highly affected by the present world with "professionalism" being widely viewed simply as the extent a teacher can use their skills and experience to overcome any difficulty (Baggini, 2005) without regard to other conservative factors.

METHODS

Quantitative in approach, this study employed factor analysis. This allowed for the quantification of emergent latent factors and the highest influential factors in developing the sense of professionalism among millennial educators in the four congressional districts of the Division of Batangas Province, excluding the Divisions of Batangas City and Lipa City. Participants were chosen using the non-probability criterion sampling technique among public school teachers from 22-28 years old. A survey questionnaire was designed and employed to reveal respondents' opinion towards general knowledge/ability, focused training, teaching experience, certification, academic degree, and personal attributes.

RESULTS

The principal component analysis revealed that the personal and professional attributes of millennial teachers are the primary factor that contributes in the development of one's professionalism. The millennial teachers are more open to changes, new ways of doing things, and staying abreast of development. It was also evident that the inclination of millennial teachers in employing multicultural education, differentiated instruction, and integrating educational technology in their practice also contributed in their professional development.

DISCUSSIONS

The teaching competencies of teachers such as lesson planning skills, behavior management skills, evaluation skills, and communication skills appeared to be influential factors in enhancing and developing their professionalism. The millennial teachers also reported the high level of teaching competencies and positive attitude towards work as influential factors in their professional development.

KEYWORDS: millennial, professionalism

SUBMISSION ID: R04A-BATANP-0952

Factors Affecting Teaching Literature in Grade 9 Students of Calatagan National High School: Basis for the Proposed Program in Teaching Literature

Arra Derige, Department of Education

Abstract

INTRODUCTION

At present, teachers in literature face different problems. This prompted the researcher to come up with her study focusing on the factors that affect the teaching literature in Grade 9 - Level in Calatagan National High School, Calatagan, Batangas.

METHODS

The study made use of questionnaires to know from the student-respondents the factors that influenced and affected their performance and participation in studying literature.

RESULTS

The study showed that the age of students is just right and fit in studying literature which means that they understand the depth and the message imparted by the reading piece. Furthermore, the gender of the students did not affect their drive-in studying literature and they all loved to attend their Filipino class.

DISCUSSIONS

The results show the need for teachers to integrate the teaching of literature to human life situation or scenario so that the students will fully understand the importance of literature. Moreover, teachers must be observant of the teaching materials that could be effectively used in teaching literature.

KEYWORDS: literature, teaching, factors, program, life situation

SUBMISSION ID: R04A-BATANP-1593

Factors Affecting the absenteeism in Philippine Public Elementary School

Elaine Dimaisip, Department of Education - Cavite

Abstract

INTRODUCTION

Absenteeism is a common problem of public schools in the Philippines. One out of ten students are marked absent every day in the classroom. According to the Department of Education (Department of Education), students must be present at least 80% of the total number of school days in a year to fulfill the requirement in attendance. Once the students' absences exceed the allowed 20% of the total number of days in a school year, the student is automatically considered dropped or failed. The researcher aims to determine the reasons of absenteeism among their school's learners.

METHODS

This is a qualitative-descriptive research that maps out the reasons of the 26 students who are identified frequently absent. Data collection is done through in-depth interviews and document analysis of the pupils' daily attendance. Classroom experiences and teachers' narratives were also used in this study.

RESULTS

Among all the causes of absenteeism among public school pupils, financial difficulty or poverty is the primary reason. Other reasons of their absences are the following: distance of the school, health, and family problem. The least reason for their absence is having a negative attitude towards studies.

DISCUSSIONS

Activities should educate students, parents, families and communities about the importance of daily school attendance.

KEYWORDS: FACTORS AFFECTING ABSENTEEISM

Factors Affecting the Absenteeism of Grade Six Pupils of San Vicente Elementary School for School Year 2017-2018

Helen G. De Chavez, Loida D. Cacayorin, & Ma. Jean V. Sabayton,
Department of Education - Sto. Tomas

Abstract

INTRODUCTION

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. This will eventually result in the better performance of the students, teachers, and the school in general.

METHODS

Participants of this study were pupils and parents of Grade Six of San Vicente Elementary School with their School Form 2 or the attendance of the pupils for the school year 2017-2018. The researchers distributed survey questionnaires to the participant.

RESULTS

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.

DISCUSSIONS

The research focused on the attendance of Grade Six pupils and the answers of their parents.

KEYWORDS: Sf2, attendance, absenteeism

SUBMISSION ID: R04A-BATANP-1927

Factors Affecting the Academic Performance of Grade 11 Students of BSNHS: Basis for Development of Guidance Intervention Program

Mutawali Jamal, Bentung-Sulit National High School

Abstract

INTRODUCTION
One of the measures of quality education is the performance of students, and the National Achievement Test (NAT). In order to find a solution for this declining performance of students, this study was done to identify possible contributing factors.

METHODS
This action research utilized the Research and Development (R & D) design. The result of this study was the basis in developing the guidance intervention program. The respondents were 42 students of Grade 11 senior high school. The research instrument was a reconstructed questionnaire. The statistical tools used were frequency and percentage.

RESULTS
The study found that 44.44% of students "sometimes" studied their lessons, 40% "sometimes" went to the library to study. While 35.56% "rarely" read books at home, 33.33% "sometimes" accessed the internet to study their lessons, and 42.22% "sometimes" conducted group study with their classmates. The level of parental support as perceived by students, 45.44% "sometimes" their parents asked them about their studies, 40.89% of parents "rarely" monitored the performance of students in school, 31.39% of parents "most often" gave a daily allowance, 48.89% of parents "never" help them in doing their assignment, and 51.89% "sometimes" went to church with their parents. The result of the survey on the extent usage of technology by students: 40% "always" used cellphone in school/home, 51.11% "most often" played mobile or computer games, 37.78% "sometimes" used computer/cellphone in watching videos online, 53.33% "always" used their cellphones/computers in opening their social media accounts and 28.89% "most often" watched television at night.

DISCUSSIONS
The study habits of Grade 11 senior high school students were found to be at average level. The level of parental support was very low. This implies that these students need special attention from their parents or guardians. Also, it was found out that playing mobile or computer games was very common to students as well as opening their social media account.

KEYWORDS: Factors, Academic performance, intervention program, Technology, parental support, study habits

Factors Affecting the Academic Performance of Grade VI Pupils of Aguado Elementary School- Annex in Science and Mathematics

Heidi Dulnagon & Czarina Dalunag

Abstract

INTRODUCTION
The aim of this research is to identify the factors affecting the academic performance of grade VI pupils of Aguado elementary School-annex in Mathematics and Science. The researcher also aims to determine the effectiveness of the intervention program to the academic performance of the pupils.

METHODS
This study employed random sampling method. A questionnaire was administered in the Grade VI pupils last November 2018.

RESULTS
Out of 76 pupils, 40% agreed that the main factors that affect academic performance is their Socio-Economic status. 35% agreed that the second factor is the absenteeism of pupil. And 25% answered that the third factor that affect academic performance is parental guidance.

DISCUSSIONS
The researchers conducted Teacher-Parent Conference, counselling of the pupil before and after the class, and home visitation to talk to their parents.

KEYWORDS: Factors Affecting Academic Performance, Socio economic, Random sampling, Parental guidance, monitoring, Home visitation, Absenteeism, Intervention, counselling, Influencing

**Factors Affecting the Academic Performance of Grade VI PupilsOf
Aguado Elementary School- Annex in Science and Mathematics**

Czarina B. Dalunag & Heidi D. Dulnagon, Department of Education Cavite
Province Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION
The aim of this research is to identify the factors affecting the academic performance of grade VI pupils of Aguado elementary School-annex in Mathematics and Science. The researcher also aims to determine the effectiveness of the intervention program to the academic performance of the pupils.

METHODS
This study employed random sampling method. A questionnaire was administered in the Grade VI pupils last November 2018.

RESULTS
Out of 76 pupils, 40% agreed that the main factors that affect academic performance is their Socio-Economic status. 35% agreed that the second factor is the absenteeism of pupil. And 25% answered that the third factor that affect academic performance is parental guidance.

DISCUSSIONS
The researchers conducted Teacher-Parent Conference, counselling of the pupil before and after the class, and home visitation to talk to their parents.

KEYWORDS: Factors, Affecting, Academic Performance, Socio economic, Random sampling, Intervention, Parental Guidance, Influencing, Home visitation, absenteeism

Factors Affecting the Academic Performance of Grade 7 Students in Filipino

Diana Austria, Department Of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION
This study intends to determine the factors that affect the low academic performance of the Grade7 students in Filipino.

METHODS
The researcher used survey questionnaire to easily gather the data from the respondents. The survey questionnaire was divided into two factors that contain five questions each. The first factor is teacher-related while the second factor is student-related.

RESULTS
The study revealed that the study habits, and interest of the students mostly affects the low academic performance of the Grade7 students in Filipino. The factor that is related to study habits of the students got a total weighted mean of 3.48 with a verbal interpretation of "Sometimes"; while the factor that is related to interest of the students got a total weighted mean of 3.49 with a verbal interpretation of "Sometimes".

DISCUSSIONS
The results demonstrate that the student's poor study habits, and interest greatly affect their academic performance. The students' active participation with the help of the teacher plays a very important role in increasing the low academic performance.

Factors Affecting the Attendance of Grade Vi-Marangal Parents of Cupang Elementary School During Classroom Meeting

Leny Gonda, Department of Education - Bauan West District

Abstract

INTRODUCTION

"No child left behind" states that parents' involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (Department of Education, 2004). The focus of this study is to investigate how parent involvement impacts student education. The study was conducted at Cupang Elementary School.

METHODS

The researcher used parent and teacher surveys, questionnaires, and attendance of parents in classroom meetings, and pre/posttests. The data indicate that students felt more motivated when their parents took an active role in their child's education.

RESULTS

After the implementation of the interventions, the identified 53% who have no time to attend meetings fell unto 39%; 27% minimal parents decreased to 21%; and 20% of significant parents who engage in school activities increased to 40%. With the vast amounts of research on stakeholder's participation, it is difficult to sift through and obtain the information needed. All of the literature reviewed was positive. The studies showed that intervention is effective when done early.

DISCUSSIONS

Intervention is recommended. Surprisingly, with all of the research available, the information about participation of parents is vague when it comes to effectiveness. It is imperative that all students get the support needed for growth and achievement.

KEYWORDS: intervention, motivation, vast

Factors Affecting the Attitude of Grades Five and Six Pupils Towards Mathematics of Calamias Elementary School

Federico Masilang, Department of Education - Lipa City

Abstract

INTRODUCTION
This action research is undertaken to deal with the factors affecting the Grades Five and Six Pupils' attitude towards Mathematics in Calamias Elementary School.

METHODS
The researcher made use of the descriptive method of research. The population in this study pertained to the grades five and six pupils on Calamias Elementary School. The respondents were identified through sampling. The data obtained are presented in tabulated forms, analyzed, and interpreted using frequency distribution, percentage and weighted mean.

RESULTS
The study implied the needs of teachers, family, and peers to observe, understand and analyze the students' attitude as well as their own behavior, skills, and personality toward Mathematics.

DISCUSSIONS
The results demonstrate that most of the respondents have a monthly family income of 10,000 - 15,000, and the number of members in the family are 4 - 6. The respondents moderately agree that students' attitude in Mathematics is affected by teacher, family, and peer. The findings of this study would serve as basis to improve the Pupils' attitude towards Mathematics in Calamias Elementary School.

KEYWORDS: FACTORS AFFECTING, ATTITUDE, FIVE AND SIX PUPILS, MATHEMATICS

SUBMISSION ID: R04A-LIPAC1-0238

Factors Affecting the Budgeting of Allowances of Senior High School Students: Basis for a Proper Budgeting Awareness (PBA) Program

Angelica M. Abrehan, Talipan National High School
(Adviser: Carmela Ana Reforma)

Abstract

INTRODUCTION
The main objective of this study was to determine the factors affecting the budgeting of allowances for Senior High school students.

METHODS
The study used a type of quantitative research thru survey. The results were used as the basis for a proper budgeting awareness program.

RESULTS
Respondents agree that their family, financial status, peers, and personal decision affect them in budgeting their allowances. However, when the respondents were grouped according to their demographic profile, there was a significant difference in the perception of the respondents. Also, there was a significant difference in the perception of the respondents regarding the factors affecting the budgeting of allowances when they were grouped according to their daily allowance in terms of personal and peers influence.

DISCUSSIONS
There was no significant difference in the perception of the respondents regarding the factors affecting the budgeting of allowances when they were grouped according to their sex, age, and family's monthly income in terms of family influence, financial status influence, peers influence, and personal influence. Also, there was no significant difference in the perception of the factors affecting the budgeting of allowances when they were grouped according to their family members in terms of family influence, financial status influence and peers influence. Moreover, there was no significant difference in the factors affecting the budgeting of allowances when they were grouped according to their daily allowance in terms of family influence, and financial status influence. A proper budgeting awareness program was developed to help the parents, teachers, researchers, future researchers, and the students.

KEYWORDS: allowance, budgeting, factors, financial, financial status, influence, money

SUBMISSION ID: R04A-QUEZON-0139

Factors Affecting the Career Choice of Ssc Students at Diffun National High School in the School Year 2017-2018: A Comparative Study

Chulimay Joy T. Palej-chon

(Adviser: Jaybert Cabanero)

Abstract

INTRODUCTION

Science and Mathematics have been known as two of the most difficult subjects. This paper primarily sought to compare the responses of students taking STEM strand with students taking Non-STEM strand along factors that make them stay or choose another career track.

METHODS

The researcher employed the descriptive-comparative type of research using a researcher-constructed questionnaire. The questionnaire was subjected to a pilot testing to some other students in the school. The result of the pilot test was reviewed and evaluated with Cronbach alpha of .732, which indicates respectable description on its level of internal consistency.

RESULTS

Four particulars were identified as factors affecting the career choice of students. This includes academic requirements and educational aspiration, advice, peer influence, and family influence. Students are affected to stay or to choose another career track due to their interest in a certain profession, career choice of friends, and consideration of their family's financial status. The students who choose to pursue another career had the presumption that STEM strand is complicated, teachers in the strand are not considerate, many students failed in the strand, and all students in the strand grapples in their requirements.

DISCUSSIONS

The results show that the advice of others is a great reason in the observance of career shifting. SSC students are expected to pursue a career along Science, Technology, Engineering, and Mathematics after finishing Junior High School program. This is a great concern to be addressed by the school because the program exists as preparatory program for careers in Science, Technology, Engineering, and Mathematics.

KEYWORDS: career choice, career shifting

Factors Affecting the Career Choices of Junior High School Students of Ulat Integrated School: Input to Administrative Concern, S.Y. 2018-2019

Myra A. Mallari & Gina Marie G. Pinza

Abstract

INTRODUCTION

The researchers, being a counselor and a school head, have observed that most junior high school students are undecided on a career they will choose.

METHODS

A questionnaire was the main data gathering instrument for the study.

RESULTS

Majority of the respondents perceived that grade point average or the GPA, gender, and family monthly income relate significantly with the career choices of the junior high school students. On career choices, Business and Economics is the most preferred course of the respondents. They plan to manage their own company or be the boss in the workplace. Others think that finishing this course will bring them a comfortable lifestyle. On the social factors (parents, relatives and peers), data revealed that parents were the most influential persons in their career choices (regardless of sex and interest). The idea that Filipinos are under an authoritarian family-centered orientation where the child has to be obedient, submissive, loyal, and expected to follow their parents' decision are still carried today.

DISCUSSIONS

The results exhibit the necessity for the school to create new programs and activities related to career education. This research focused on the Grade 10 students, implying the need to start career guidance as early as Grade 7. The researcher recommends further study to test how intense the provision of a concrete school-based career guidance program will affect the students' career choice.

KEYWORDS: career guidance

SUBMISSION ID: R04A-CAVITP-1280

Factors Affecting the Communicative Competence of ABM Students at Alangilan Senior High School

Charlene Urbino & Jessica Cabaces, Batangas State University

Abstract

INTRODUCTION
The purpose of this study is to determine the different factors affecting the communicative competence that can be used to enhance the communicative competency of the ABM students.

METHODS
The data were obtained through a questionnaire. Weighted mean was used to determine the answer of the student based on the questionnaire conducted by the researchers, while composite mean was used to determine the most verbal interpretation given by the respondents.

RESULTS
The researchers found that the respondents assessed the clarity of message as the greatest factor affecting the communicative competency of ABM students.

DISCUSSIONS
Try to understand the emotions that the communicator is trying to communicate in order to become an effective communicator.

KEYWORDS: communication, communicative competence, skills

Factors Affecting the Decision of Freshmen Students in Pursuing Business and Accountancy Programs in University of Batangas

Almendra Bunquin, Kyla Adell Viduya, Philline Gian Marasigan, & Veronica Anne Blanco, University of Batangas

Abstract

INTRODUCTION
This research aims to determine the profile of the chosen respondents, to identify the primary factors that concern freshmen students in pursuing Business and Accountancy programs, specifically economic, social, and environmental facets.

METHODS
The researchers exploited the focus group by stratified sampling. We utilized survey-questionnaires for60 freshmen students from University of Batangas taking up Business and Accountancy Programs.

RESULTS
Respondents revealed that their capability to support their family financially for economic factors, suggestion of others based on their experiences for social factors, and quality education the university offers for environmental factors were the highest agreed reasons why they chose Business and Accountancy.

DISCUSSIONS
The results showed the factors that freshmen students of CBA department take consideration in pursuing Business and Accountancy Programs.

KEYWORDS: Decision, Business and Accountancy Programs, economic, social, environmental

SUBMISSION ID: R04A-BATANC-0193

Factors Affecting the Development of the Reading Skills of the Primary Pupils in Talisay District, Division of Batangas: Its Implication to English Instruction

Nelilyn Llanto

Abstract

INTRODUCTION

It has been said that "The man who reads is the man who leads". Reading affects the entire personality of an individual. The world of people and events encountered on the printed page may shape a reader's outlook towards his fellows, towards his schools, his parents and towards life in general. It may intensify his positive reception of the physical world around him and give him an augmented awareness in artistic and spiritual value.

METHODS

The descriptive method of research was employed.

RESULTS

Teachers may focus on the comprehension of the pupils through providing activities that would stimulate better understanding of their reading activities. Teachers are also encouraged to maintain maximum supervision and guidance of students belonging to average and instructional category.

DISCUSSIONS

Pupil's English comprehension is one of the most important skills needed in the learning process of reading. Teachers should guide the pupils well through involving the parents in the learning and reading development of the pupils.

KEYWORDS: Comprehension Skills, Factors, Methods, Phrase, Pupils Factor, Reading, Reading Comprehension, Teacher Factor

Factors Affecting the Difficulties in Solving Fractions among Grade 9 Students of Dugmanon National High School

Merian Balbuena, Department Of Education, Dugmanon National High School

Abstract

INTRODUCTION
Mathematics teachers identified the operations on fractions as one of the least learned topics in the researcher became interested to investigate why there is difficulty in solving fractions among Grade 9 students of Dugmanon National High School, Hinatuan, Surigao del Sur.

METHODS
The study made use of the descriptive method of research using a questionnaire. The respondents were Grade 9 students whose grades in Mathematics are below 80.

RESULTS
Prevalent Factors Affecting the Difficulties in Solving Fractions Table 3 shows the data on the prevalent factors affecting the difficulties in solving fractions among the Grade 9 students of Dugmanon National High School. It can be seen that the student factors had 53.08%; teacher factors had 52.75%; parent factors had 52.08%; and the community factors had 50.91%. It is found out that the most prevalent factor that affects the difficulties in solving fractions among Grade 9 students of Dugmanon National High School is the student factors.

DISCUSSIONS
The result implies that the students themselves have the personal dilemma on dealing with mathematical problems involving fractions. It can also be observed that the most prevailing condition is the "financial problem" which can affect the difficulty in solving fractions among the Grade 9 students of Dugmanon National High School. This might be because of the tendency that the student is forced to work instead of focusing on studies.

KEYWORDS: Prevalent Factors Affecting the Difficulties in Solving Fractions

Factors Affecting the Difficulties of Grade Five Pupils in Constructing Grammatically Correct Sentences at Agustin Abadilla Elementary School

Emelinda Barrera, Department of Education

Abstract

INTRODUCTION

This study attempted to determine the factors affecting the difficulties of grade five pupils in constructing grammatically-correct sentences at Agustin Abadilla Elementary School.

METHODS

The researcher used purposive sampling. The participants were 50 grade five pupils: twenty-five boys and twenty-five girls of the school (AAES). The questionnaire was composed of three parts.

RESULTS

There were many factors that affect the pupils' ability in constructing grammatically correct sentences. There was pupil factor, family, teacher factor, and other factors such as spending most of the time of pupils in using different gadgets, and lack of basic communication skills.

DISCUSSIONS

65% answered No for the reason that they were not good in constructing correct English sentences. It showed that pupils were grammatically-handicapped, and they lacked the skill and knowledge of the language.

KEYWORDS: FACTORS AFFECTING THE DIFFICULTIES OF GRADE FIVE PUPILS IN CONSTRUCTING GRAMMATICALLY CORRECT SENTENCE AT AGUSTIN ABADILLA ELEMENTARY SCHOOL

Factors Affecting the Grade Five Pupils' Behavior in Learning Music, Arts, Physical Education and Health (MAPEH)

Arlene Saligao, Department of Education

Abstract

INTRODUCTION

This study aims to determine the factors that affect the Grade 5 pupils' behavior in learning Music, Arts, Physical Education and Health (MAPEH) in San Juan West District, Division of Batangas, school year 2016-2017. The study identifies the personal profiles of the respondents and reveals the extent of the effects of personal factors to the learners' behavior in learning MAPEH.

METHODS

A questionnaire was used as the major instrument for gathering data. The subject of the study were the 120 Grade 5 pupils of select public elementary schools in San Juan West District, School Year 2016-2017.

RESULTS

The respondents' personal profile (age, sex, religion and monthly income) bears no significant relationship to the effects of the personal factors (hobbies, interests, relationship with peers and family, and teachers) to their behavior in learning MAPEH.

DISCUSSIONS

Parents must be involved in every learning activity of their children; this can help enhance their skills and abilities in doing different school endeavor. Learners should participate on social activities to enhance their interpersonal relationship.

KEYWORDS: personal profile, personal factors, pupils' behavior

SUBMISSION ID: R04A-BATANP-1572

Factors Affecting the Handwriting Skills of Grade 4-Topaz: Basis for a Proposed Writing Scheme

Jennifer B. Mercado & Shiela-Mae Elnar, Department of Education

Abstract

INTRODUCTION
The researchers deemed it necessary to conduct a survey study on identifying the factors that affect the handwriting skills of the selected Grade 4 pupils. This research study also aims to determine the factors affecting the pupils' cursive handwriting skills.

METHODS
This study involved 32 Grade 4-Topaz pupils enrolled for the school year 2016-2017 as respondents. A researcher-made checklist was used as the main data-gathering instrument.

RESULTS
Personal-related factors greatly influence the pupils' handwriting skills. It is also determined that the cursive handwriting skills of Grade 4-Topaz in terms of legibility and neatness, readability of strokes of letters and words, and speed and precision really need enhancement because results show that most of the indicators presented were interpreted as not observable. To successfully develop the pupils' handwriting skills, a writing scheme is recommended to help the pupils solve the personal-related factors influencing their handwriting skills.

DISCUSSIONS
Results indicate that to fully solve problems in handwriting, learners need more support for them to overcome factors. Learners need to be engaged in more active and collaborative learning. Conflicts need immediate support for the pupils to fully develop and enhance their handwriting skills. The acronym, WRITERS, represent the proposed writing scheme.

KEYWORDS: handwriting, motivation, interest, academic performance

Factors Affecting the Implementation of Instructional Technology in Classroom Discussion: Basis for a Supplementation Plan

Sheila Mae Ordoña, Department of Education

Abstract

INTRODUCTION
The study was conducted to find out the factors affecting the instructional technology implementation in classroom discussion of Lambayong Elementary School teachers.

METHODS
This study employed a descriptive study approach. The respondents were 12 classroom advisers. The utilized survey questionnaire was adapted from the study of Veronica Naimova - Factors Affecting the Implementation of Instructional Technology in the Second Language Classroom - and exploited to gather the necessary data. The statistical tools employed in interpreting the data gathered were frequency distribution and weighted mean.

RESULTS
The study revealed that the available instructional technologies in some of the twelve (12) classrooms were LED Television, Direct View-Tube TV with DVD player, and Data projector, upon request. Among the instructional technologies, Online Video, LED television, Internet Connected Computer and Direct View-Tube TV with DVD Player have the most significant impact in classroom discussion. Furthermore, Technology Availability in the Classroom, Teachers' Lack of Experience, Quality Materials, and Teachers' Anxiety towards Technology, were the factors affecting the impediment of instructional technology's implementation.

DISCUSSIONS
The results demonstrate the factors that impede the implementation of instructional technologies in classroom discussions. These were lack of personal computer among students, teacher's lack of experience, technology availability in the classroom and quality materials.

KEYWORDS: factors, implementation, and instructional technology.

Factors Affecting the Implementation of Road Construction in Saguday, Quirino

Joyce Ainon S. Balaweg, Saguday National High School

(Adviser: Charina Saclamitao-Medina)

Abstract

INTRODUCTION
Locally, in the Municipality of Saguday, highway roads are being maintained and improved almost every six years except in the case of barangay Salvacion and barangay Tres Reyes. This becomes a problem to the residents especially rainy season. The study determined the factors affecting the implementation of road construction in Saguday.

METHODS
Descriptive-quantitative research design was used in the study. A total of 15 engineers from Saguday, and barangay officials of barangay Salvacion and Tres Reyes participated in the study using convenience sampling technique. The survey questionnaire consisted of self-assessment questions and statements using four-point Likert Scale to find the degree of significance of each factor. Mean and thematic analysis were applied to the collected data.

RESULTS
Project management-related is the most significant group factor followed by economic-related; while contractor-related and environmental-related are fairly significant group factors. In addition, out of 19 identified factors, availability of finance (financing process and fund) was identified as the most significant project management-related factor, with a mean score of 3.133. This was followed by labor and material price fluctuation which was perceived as significant economic-related factor. It is also found that lack of project funds and contractor's slow action are the issues concerning the implementation of road construction in barangay Salvacion and Tres Reyes.

DISCUSSIONS
A well-maintained and concretized road help people do their daily agenda easier and more convenient. Successful implementation of road construction is a step in developing the country and its economy.

KEYWORDS: road, construction projects, implementation

SUBMISSION ID: R002-QUIRIN-0050

Factors Affecting the Implementation of the Mother Tongue-Based Multilingual Education as Perceived by Mathematics Teacher in Paaralang Elementarya ng Pal-Sico

Lota Vergara, Department of Education

Abstract

INTRODUCTION
Mother language or First Language (L1) refers to the language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by other, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area of place. (R.A No. 10533, Enclosure to Department of Education Order No. 43, s. 2013)

METHODS
A total of 81 Grade-Three pupils and 9 teachers of PAL-SICO Elementary School participated as respondents in this study. The researcher administered the questionnaire to the pupils and teachers using simple random sampling method.

RESULTS
The teachers as respondents, had positive attitude towards the new program. Most of them also accept the language policy. The problems in the pupils having different dialects is treated as not serious, which means that the diversity of the learners does not pose a problem to the teachers. Difficulties in preparing instructional materials affect the implementation of Mother Tongue.

DISCUSSIONS
Basic needs of pupils and teachers, such as instructional materials, must be met for any reform to be effective. Teachers also need to be properly oriented, trained and supervised in the implementation of MTB-MLE. Top-down processes should enable implementation through legislation and allocation of resources, while bottom-up processes provide grassroots commitment and linguistic community support.

KEYWORDS: implementation, Mother Tongue

SUBMISSION ID: R04A-BATANP-1804

Factors Affecting the Interest in Class Lessons by Grade 10 Students in Bilaran National High School S.Y 2017-2018: Effects to their Class Performances

Armie T. Perez & Maricel Gasmido, Bilaran National High School

Abstract

INTRODUCTION
While, there have been improvements in education sector outcomes, drop-out rate remains. Bilaran National High School teachers noticed that there are some students who do not show active interest in the learning process. The researcher conducted this study to identify the factors affecting the interest of Grade 10 students of Bilaran National High School and the effects on their class performance.

METHODS
The study made use of the questionnaire in gathering the necessary data. The respondents of this study were the 13 secondary teachers of Bilaran National High School from different subject areas.

RESULTS
The study found that lack of interest affect the class performance of the students by (1) restraining the pupils in performing their academic tasks; (2) influence of social media such as Facebook and various technological applications, varied students personal preferences and classroom sizes and the lack of diagnostic approaches on the part of the teacher; (3) teachers' varied technique in handling students' point of view or interest toward the lesson; (4) limited and insufficient classroom sizes, inadequate learning facilities, and acoustic disturbances from passing vehicles; and (5) the distance of students from their residences making the learners exhausted.

DISCUSSIONS
The results demonstrate that the teachers should conduct diagnostic activities to determine students' preferences. The school administrator should also carefully manage class schedule by giving students residing in far areas adequate time in coming to school.

KEYWORDS: interest, class lessons, performance

Factors Affecting the Listening Comprehension of the Grade 9 Students in Tanauan City Integrated High Shool and their Level of Listening Competence

Angelic Cordova

Abstract

INTRODUCTION

The researcher conducted a study that can identify the variables that affect the listening competence of the Grade 9 students in Tanauan City Integrated High School.

METHODS

The respondents of the study were the Grade 9 teachers of English and the Grade 9 students in Tanauan City Integrated High School for the school year 2016-2017.

RESULTS

The students were interested whenever the teacher provides listening activity and when they are making outputs collaboratively with their classmates. They preferred to listen to audio tapes and other listening materials. The learners found it difficult to express their opinions and ideas about the topic being discussed. The learners became active in the listening class when the teacher guided the learners by giving the goals and objectives about the listening activity. The teacher's ability to pronounce words and to articulate sounds with proper pitch and juncture affected the listening comprehension of the students. The use of special language or figures of speech hindered the students' understanding of the listening text. The class size and insufficient ventilation had an impact on the listening comprehension of the learners. The place where the classrooms are located is free from noise and still conducive to learning. As a result of the listening test, 32 respondents are in the Advanced Level, most of the respondents are in the Proficient level with 136 numbers of students and 63 of them were in the Approaching Proficiency Level. On the other hand, 21 students were in the Developing level and there were 3 in Beginning level.

DISCUSSIONS

An enhancement program developed by the researcher can be an instrument to improve the listening competence of the students.

KEYWORDS: listening, listening comprehension, listening competence

SUBMISSION ID: R04A-TANAUA-0080

Factors Affecting the Mastery of Basic Multiplication among Grade VI Pupils of Julian A. Pastor Memorial Elementary School

Grace Villamor & Juanita Macaraig, JAPMES

Abstract

INTRODUCTION
This study was conducted to identify the factors affecting the math achievement of pupils through collecting the opinions of math pupils.

METHODS
Descriptive research was used in this study. The researcher developed, validated and administered to 118 grade six pupils. The results were tabulated, interpreted and analyzed using frequency distribution, percentage and ranking.

RESULTS
This study assessed the factors affecting pupils' mastery of basic multiplication were categorized into demographic, instructional and individual factors. 1. Socio-economic status has a moderate effect on the pupil's mastery of the subject matter. The findings indicated that whatever level of economic status of the child cannot hinder to master what they study in school. 2. Teachers' competency in teaching Mathematics affects the pupils' mastery. The result implies that instructional strategies and methods used to teach the mathematics courses as the most influential factor on the mathematics achievement of pupils. 3. As to individual factors, motivation or concentration on the part of the pupils affects their mastery on basic multiplication. Motivation or concentration emerged as the most effective factor on the mathematics achievement of students.

DISCUSSIONS
The result of the study can be used by the teachers in developing an action plan that could raise the performance in Mathematics.

KEYWORDS: multiplication, instructional factors, demographics, individual factor

Factors Affecting the Mathematics Achievement of Intermediate Pupils at San Isidro Elementary School, Rosario East District, Division of Batangas

Rosalyn Pardinas

Abstract

INTRODUCTION
This study was undertaken to determine the factors affecting the mathematics achievement of intermediate pupils at San Isidro Elementary School, Rosario East District, Division of Batangas during the school year 2016-2017. The Study involves 94 pupils from Grades IV-VI.

METHODS
The study used descriptive quantitative research that aims to identify the factors affecting the mathematics achievement of intermediate pupils in San Isidro Elementary School.

RESULTS
In terms of demographic factors, the findings revealed that parents' education level and socio-economic status were two vital factors for math achievement. These are the factors that instructional designers should not ignore since they are important for math achievement. Students from different socio-economic strata with different levels of parent education may exhibit very different attitudes, needs, and other characteristics for learning and studying mathematics.

DISCUSSIONS
This part of the study presents the responses to the research objectives heaved in the research.

KEYWORDS: Gender, competency, Instructional Strategies

Factors Affecting the Non-Compliance in the Submission of Requirements in Personal Development: Basis for Intervention Program

Romeo Jr. Mendoza, Department of Education

Abstract

INTRODUCTION
The researcher aimed to find out if the factors has a relation with the effects of non-compliance of the students as well as the difference between the assessment of the teachers and students with regard to the factors and effects of non-compliance of the students in the submission of requirements in Personal Development.

METHODS
The researcher used purposive sampling technique in this study. The researcher selected the students who were not complying with their requirements on the aforementioned subject. The respondents of this study were the two (2) teachers and seventy-three (73) students from Senior High School in Malvar.

RESULTS
The student respondents assessed the different factors to a moderate extent while the teacher respondents assessed to a great extent. There is no significant correlation between the factors and the effects of the non-compliance of students in the submission of requirements as perceived by the teachers, in contrast with the student respondents. There is no significant difference between assessment of Personal Development teachers and students with regard to the extent of the factors affecting non-compliance of students in the submission of the requirements in Personal Development as well as the effects.

DISCUSSIONS
As experienced by the teachers, students were not able to comply with the requirements despite enough time given to them. It can also be attributed on how students manage their time. Likewise, addiction in technological games, gadgets and the like can also be the reason behind these two factors. More so, teachers also considered the financial capability of each student.

KEYWORDS: non-compliance, requirements, personal development

Factors Affecting the Oral Performance of Grade IV Pupils in English at Subic Elementary School for the School Year 2017-2018

Cecilia Marasigan, Department of Education

Abstract

INTRODUCTION

This research paper aimed to identify the factors affecting the oral performance of Grade IV pupils in English at Subic Elementary School for the school year 2017-2018. The researcher considered the problems with speaking performance very annoying and can retard academic progress if not given emphasis.

METHODS

The participants of the study were 25 Grade four pupils at Subic Elementary School. The questionnaires consisted of 10 closed-questions which were designed in English.

RESULTS

The results of the study indicated that the pupils faced many problems such as: fearful of criticism or losing face, used Filipino instead of English in speaking classes; worried about making mistakes, spoke very little or not at all, didn't remember the structure of the sentence and vocabulary when they speak, shyness, could not think of anything to say, lack of motivation to express themselves, low and uneven participation and unfriendly attitude towards the foreign language. The results also showed that there were many factors affecting pupils' oral performance as follow: topical knowledge; lack of confidence; time allowed to perform speaking task; anxiety; listening ability; pressure to perform well, feedback during speaking activities, motivation to speak, listeners' support and time for preparation.

DISCUSSIONS

It was evident that the pupils encountered many problems in their oral participation in English class. An action plan was deemed necessary to help pupils overcome speaking problems.

KEYWORDS: oral performance, speaking problems

SUBMISSION ID: R04A-BATANP-1513

Factors Affecting the Oral Reading Level of Grade 4-6 Learners in Barigon Elementary School: A Guide in Developing Intervention Materials

Dorothie Biscocho, Mahabang Gulod Primary School & Gloria Magpantay, Barigon Elementary School

Abstract

INTRODUCTION
In this study we will find the factors affecting the reading level of grade 4-6 learners so we could make a guide in developing intervention materials to solve these issues.

METHODS
A random sampling method was used through questionnaires. Selection of respondents based on the age-range (9-12 years old) grade level (grade 4-6) pupils.

RESULTS
Pupils found common difficulties in reading from 1) poor comprehension skills, 2) the environment of the pupils and 3) pupils' problem in retention. Parental involvement in achieving reading skill of pupils, repeated reading and peer tutoring was seen as best intervention activities that could be implemented to enhance the reading comprehension of the learners.

DISCUSSIONS
The results show that teacher must be focused on developing reading comprehension skill of the pupils through varied activities. Parents should encourage their children to have a reading habit and must find time to help the child in one-on-one teaching at home. Furthermore, an advocacy campaign was developed, the Project IMPURE (IMproving PUpils ability through REading).

KEYWORDS: reading level, interventions, strengthen, excellent

**Factors Affecting the Performance of Electrical Installation and
Maintenance (EIM) Learners on Laboratory Classes**

Mark Russel Dualan & Ralph Andrew Dimaisip, Bucal National High School

(Adviser: Myla Suguitan)

Abstract

INTRODUCTION

This study focuses on investigating the factors that affect the performance of the public senior high school learners in taking the Technical Vocational and Livelihood track specifically the Electrical Installation and Maintenance (EIM) in their laboratory classes.

METHODS

This research used a descriptive-qualitative design. Through a set of questionnaires, the currently enrolled 26 grade 12 EIM learners expressed their insights and experiences on the factors that affect their performance in their laboratory class.

RESULTS

According to them, having a big class does not affect their performance negatively. On the other hand, having inadequate facilities, tools, and other electrical materials affected them negatively. Also, poor sanitation of the learning environment gave them inconvenience while working on their tasks. They also emphasized that social and emotional factors such as peer pressure, family conflict, negative behavior, and the like affect them to achieve the goal of learning. Having an efficient teacher in the class made them perform well.

DISCUSSIONS

The education system needs to consider all the factors that affect the holistic development of the learners.

KEYWORDS: Performance, Factors, Electrical Installation and Maintenance (EIM) learners, Laboratory class

Factors Affecting the Performance of Pupils Under K to 12 Curriculum in Nasugbu West District: Basis for an Intervention Measure

Myra Bruno, Dr. Francisco Calingasan Memorial Colleges Foundation Inc.

Abstract

INTRODUCTION
The first and foremost target of Department Education is to enhance and uplift the academic performance and skills of every school children.

METHODS
This study investigated the factors that affect the performance of pupils under k to 12 curriculum in Nasugbu West District Nasugbu, Batangas. There were fifty respondents in this study.

RESULTS
Results revealed that (1) most of the respondents were female, married and had graduated units with long service in the teaching profession. (2) Teachers rated strongly agree that their performance were affected by the factors such as teachers, textbook, equipment and schedule and they rated agree that their performance was affected by facilities. (3) There was no significant relationship on the responses of respondents regarding the factors affecting pupils' performance under the K to 12 program when they are grouped according to their profile variables. (4) The intervention measure was designed by the researcher.

DISCUSSIONS
The findings on this study provided essential inputs to policy formulation and intervention on the factors affecting pupils' performance under the new curriculum.

KEYWORDS: factors, performance, pupils, K to 12 Curriculum.

SUBMISSION ID: R04A-BATANP-0332

Factors Affecting the Periodic Test Performance of Grade One-Avocado at Paaralang Elementarya ng Palahanan, San Juan West District, Division of Batangas

Roselyn Solana, Department of Education

Abstract

INTRODUCTION

This study determined the factors affecting the periodic test performance of Grade One-Avocado at Paaralang Elementarya ng Palahanan, San Juan West District, Division of Batangas during the school year 2017-2018. Pupils of Grade One- Avocado got lower ratings compared to other grades and section. Based on the results from year 2014, 2015, and 2016 they got 52.33, 66.78, and 68.52 respectively.

METHODS

A questionnaire was used as the main instrument in gathering data. The respondents of the study were the thirty-six (36) pupils of Grade One-Avocado SY 2017-2018 at Paaralang Elementarya ng Palahanan. The data gathered was analyzed using the descriptive statistical methods such as frequency, ranking, and weighted mean.

RESULTS

The study determined the following results: (1) Multiple Choice test was featured as highly evident; (2) the respondents agreed that the internet has become a powerful tool that really helped a lot on pupils' studies and pupils never use their cell phone during classroom hours; (3) the respondents strongly agree in the attitude towards extracurricular activities making pupils perform better on their studies; (4) they believe that reading will be a great help in enriching their vocabulary and improving their communication skills; (5) the respondents agree that the attitude towards study habits can help pupils see that they understand the concepts of their assignments before doing other undertakings; (6) there is still a need for intervention to improve pupils performance.

DISCUSSIONS

The proposed intervention activities must be tried out to improve the performance of pupils.

Factors Affecting the Reading Competencies of Grade 7 Non-Reader Students: Basis for a Proposed Intervention Program

Cristine Mundin

Abstract

INTRODUCTION

The study was undertaken to determine the factors affecting the reading competencies of Grade 7 Non-Reader Students at Sta. Anastacia-San Rafael National High School. The researcher created a program that will help these non-reader students.

METHODS

The descriptive method of research was used by the researcher.

RESULTS

The researcher came up with the result of the Speed-Reading Inventory that there are ten (10) students from Grade Seven (7) who cannot read English words. Through the use of paper-pencil interview and research, the researcher discovered that there are different factors why they cannot read.

DISCUSSIONS

1. The researcher came up with the result of Speed-Reading Inventory that there are ten (10) students who cannot read English words. 2. The researcher discovered the different factors why they cannot read. The first factor is the physiological and intellectual factor. Another is the environmental factor wherein they do not have interesting books to read at home and in school. Another is the family factor for they didn't receive any support or word of wisdom that will encourage them to read. 3. That teacher must have an intervention program that will cater the reading difficulties of the non-reader students in Sta. Anastacia-San Rafael National High School.

KEYWORDS: competencies, Speed Reading Inventory, non-readers

SUBMISSION ID: R04A-BATANP-2124

Factors Affecting the Reading Comprehension Level of Grade 5 Pupils in Tanauan City Division: Basis for an Action Plan in Reading

Sheila Francisco

Abstract

INTRODUCTION
Most teachers say that their pupils can read but cannot understand what they read. Several reading skills are needed in order to understand and react to a selection.

METHODS
The researcher used survey questionnaires for grade 5 pupils. This was done through the administration of a reading test to identify the problem of study. This study described the personal attribute of the teacher-respondents as characterized by their physical, social, emotional and moral traits.

RESULTS
There is significant difference among the components of the reading profile of the Grade 5 pupils. The home, pupil and teachers' factors are important component in the development of the reading capacity of pupils. The researcher has attached an action plan that can be adapted by the pupils involved to enrich their knowledge in reading.

DISCUSSIONS
Reading exercises appropriate for grade V pupils should be provided so that their reading capacity and comprehension can improve. The interest of the pupils should be considered in reading.

KEYWORDS: comprehension

Factors Affecting the Reading Comprehension of Grade II Pupils in Petronilo L. Torres Memorial Elementary School - Ciudad Nuevo Extension SY 2018 - 2019

Felipa Estrella, Department of Education

Abstract

INTRODUCTION
Sixty percent (60%) of Grade II Pupils in PLTMES Ciudad Nuevo Extension has been found to have reading comprehension problem. This study aims to find out the different strategies and techniques on how to improve reading comprehension by these children.

METHODS
Conduct focus group discussion with Grade 2 teachers. Give questionnaire to parents. Conduct personal interview randomly selected pupils. Administer oral and silent reading test.

RESULTS
The causes of reading comprehension difficulties are the following: Eighty five percent (85%) insufficient books and reading materials; ten percent (10%) allotted time and rooms for reading; five percent (5%) inadequate support of some parents.

DISCUSSIONS
This study revealed possible causes of reading comprehension difficulties. Most were attributed to insufficient books and reading materials. Teachers must be more resourceful to have reading materials. It was found that the allotted time and rooms for reading session were inadequate due to shifting schedule. Conduct regular consultative conference with parents especially those pupils with reading difficulties.

KEYWORDS: attributed, inadequate

Factors Affecting the Reading Comprehension Skills of Grade Vi Pupils in Batangas City East Elementary School, S.Y. 2017-2018: A Basis for an Intervention Program

Fortunata Agno, Department of Education

Abstract

INTRODUCTION

Reading comprehension is essential to life. In order to survive and thrive in today's world, individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), and directions on packaging and transportation documents (bus and train schedules, maps, travel directions).

METHODS

The descriptive method of research was used in this study applying a combination of qualitative and quantitative methods. Focus group discussions (FGDs), literature research, coding, and use of questionnaires were used to gather data.

RESULTS

The factors affecting the comprehension skills of the Grade VI students were vocabulary, lack of interest, study habits, and teaching factors. The factor that really affects them in this category is their confusion with the use of the words with the rating of 2.36. On the other hand, they scored 2.18 on the factor that tells about their ability to translate English words to Tagalog/Filipino.

DISCUSSIONS

Based on the result, Batangas City East Elementary School shall launch project LETRA (Learning Enhancement Through Reading Appreciation).The project shall have the following goals: 1) make parents and pupils realize the importance of reading as a tool subject; 2) improve pupils' ability in reading comprehension; 3) provide different reading materials to pupils; 4) enhance the development of higher order thinking skills among pupils; and 5) increase the performance level of pupils in DAT, RAT and NAT.

KEYWORDS: FACTORS AFFECTING THE READING COMPREHENSION SKILLS OF GRADE VI PUPILS IN BATANGAS CITY EAST ELEMENTARY SCHOOL

Factors Affecting the Reading Habits of Selected Pupils of Paaralang Elementarya ng Nagsaulay: Based for Proposed School Reading Program

Cristina Anyayahan, Department of Education

Abstract

INTRODUCTION

The researcher as School English Coordinator who is much concerned about the reading performance of PEN pupils wanted to find out the factors that affect reading habits, and proposed school reading programs and activities to remedy this problem.

METHODS

The researcher used set of questionnaires to gather the needed data among 60 select pupils in PEN.

RESULTS

The findings revealed that select pupils of PEN differ in their gender, age, interest, section, and number of pupils in class. Their choices are affected by: interests, relationship with classmates, and digital technologies. Relationship with classmates had an average of twenty-three percent (23%); seventeen percent (17%) of the respondents were directly influenced by environmental factors; thirty-three percent (33%) is the factor interest; and twenty-three percent (23%) of the pupils find enjoyment in using gadgets and computers.

DISCUSSIONS

With the decline in the reading habit among young learners, it is important to find new strategies to instill love for reading.

KEYWORDS: reading, habit, strategies

SUBMISSION ID: R04A-BATANP-0800

**Factors Affecting the Reading Performance of the Students of Guinhawa
Elementary School 2018-2019**

Ariane Manalo, Celsa Montalbo, Diana Mae Servañez, Jane Paclibar, & Mary
Joy Mayo, Guinhawa Elementary School

Abstract

INTRODUCTION
The purpose of this study is to find out the reasons behind the low-level reading performance among the pupils of Guinhawa Elementary School.

METHODS
The researchers administered survey form that served as the primary source of data. Factors were grouped in several fields such as social-economic factors of pupil's family, collaboration of a student and his/her family, student's reading out of school, student's reading at school profiling of the teachers that contributed to the problem.

RESULTS
The family factors could be as follows: parents' education and attitude towards education (in this case it is characterized by the number of books and encyclopedias at home). Students reading literacy is substantially influenced by collaboration of parents and children at the pre-school age. Students need time for reading to themselves quietly during the lessons; "more serious" literature has to be chosen.

DISCUSSIONS
The authors recommend parents to pay additional attention to early development of child's reading literacy during the pre-school age period and teachers to stimulate students reading full texts of literary works appropriate to the grade level and pay additional attention to promotion of reading outside the school.

KEYWORDS: attention, literacy, influenced, reading aloud, comprehension, collaboration, education, attitude, parents, literary works

SUBMISSION ID: R04A-BATANP-1216

Factors Affecting the Reading Proficiency in English of Grade 3 Learners of Calamba Elementary School A.Y 2017-2018

Leslie Maligaya, Department of Education - Cavite

Abstract

INTRODUCTION
In this study, we explore the factors affecting reading efficiency in English of Grade 3 Learners in Calamba Elementary School A.Y 2017-2018.

METHODS
The researcher used descriptive type of research, and the instrument was Likert scale survey questionnaire given to the grade 3 learners with the total population of 54 frustration learners of Calamba Elementary School. The factors to be answered are learners' reading at school; learner's reading activity outside school, collaboration of a learner and a family, teacher's behaviors and qualities and home related factors.

RESULTS
The findings showed that most the factors affecting the reading proficiency in English of Grade 3 are home related factors such as hours spent a week in studying, watching television, online, computer games, reading.

DISCUSSIONS
The results demonstrated the need for parents to guide their child in reading.

KEYWORDS: Reading

SUBMISSION ID: R04A-CAVITP-1522

Factors Affecting the Scholastic Performance of Grade VII Students in Cumba-Quezon Integrated School

Angelica Librea, Teacher I

Abstract

INTRODUCTION

It has become a necessity for people of all ages to reach, analyze, and apply the mathematical knowledge effectively and efficiently to be successful citizens in our information age. In particular, students need to be well-equipped with higher-order mathematical knowledge.

METHODS

The researcher made use of a questionnaire to know the factors affecting the scholastic performance in Mathematics. Statistical tools such as frequency, percentage, ranking and weighted mean, standard deviation and Pearson r were utilized.

RESULTS

The researcher has conceptualized developmental activities designed for enhancing the academic level of the students.

DISCUSSIONS

In this study, the researcher has conceptualized developmental activities which are designed for enhancing the academic level of the students. The following are the specific objectives:

To improve the needs of the students affecting learning.

To develop plan of activities for the students to understand the different factors that may affect their learning.

KEYWORDS: Scholastic Performance, Mathematics, Factors

SUBMISSION ID: R04A-LIPAC1-0153

Factors Affecting the Speaking Performance and Competence of Grades 5 and 6 Pupils in English of Bagumbayan Elementary School

Errol Bruno

Abstract

INTRODUCTION
We cannot deny the fact that using English in our daily lives is inevitable. Establishments and other government offices use English language for communication and other services. Classroom serves as a venue for the students to learn the English language. Schools in private and public sectors also require the use of English language as part of the curriculum.

METHODS
Adapted survey questionnaires from the Gap between English Competence and Performance Tool by Dian Karyani Astuti of State Islamic Jakarta University, Indonesia were administered to measure the students' attitude towards their speaking performance in terms of motivation, self-confidence, and anxiety.

RESULTS
The Gap between English Competence and Performance Tool by Dian Karyani Astuti was given to the pupils to measure their attitude towards their speaking performance in terms of motivation, and self-confidence.

DISCUSSIONS
The major findings of this study were that in Grade 5 and 6 pupils, 94% and 100% of respondents respectively, stated that they have learned English from Grade 3 till Grade 4. 18% and 58% of the respondents respectively, stated that they practice the English grammar through their speaking skills.

KEYWORDS: motivation, competence, anxiety, proficiency

SUBMISSION ID: R04A-TANAUA-0143

Factors Affecting the Speaking Proficiency Level among the Grade Ten Students of San Pablo City National High School

Camille Trician Adarna & Josshel Recio, San Pablo City National High School

(Adviser: Rosemary Argana)

Abstract

INTRODUCTION
The researchers conducted the study on the Factors Affecting the Speaking Proficiency Level among the Grade 10 students of San Pablo City National High School, School Year 2017 -2018.

METHODS
Questionnaires were formulated and distributed to the 30 students selected through a simple random sampling. Direct observation and ocular visitation were carried out.
RESULTS
The analysis showed that majority of the respondents prefer to use Filipino as their medium of communication. It also revealed that teachers are competent in teaching students by using the English language during class hours.

DISCUSSIONS
The findings also showed that only the Language Spoken at Home affects the speaking skills of the students. Lastly, all of the school related factors as to Teacher's competence and Medium of Instructions have an impact on the Speaking Proficiency Level of the students.

KEYWORDS: Factors, speaking proficiency level, affect

Factors Affecting the Students' Achievement and Attitude in Learning Autocad

Cherry Mafe D. Quiminsao

Abstract

INTRODUCTION

Many industrialized countries have spent millions of dollars to encourage the development and adoption of this technology in the industry, creating a high demand for technical expertise. The required education and training for this technology has been left to the CAD vendors, universities, colleges, technical institutes and trade schools with little or no assistance from the government that affects the efficiency of the educators. This study explored the factors that affect the student's performance as well as their attitude in learning AutoCAD.

METHODS

This study made use of the descriptive and inferential designs.

RESULTS

Many respondents who participated in the focus group perceived the factors that affect their achievement. The usual factors are 1) lack of computer facilities; 2) parental support; 3) limited knowledge of the teacher. It was also found out that they learn and enjoy learning with the help of their peers.

DISCUSSIONS

The only strong relationship found is between the females' attitude and prior drafting experience. Females are less confident in using AutoCAD compared to males. The study also demonstrates the need to improve the computer laboratories, and provide more trainings related to AutoCAD.

KEYWORDS: AutoCAD, student's achievement, attitude

SUBMISSION ID: R013-SURSUR-0065

**Factors Affecting the Study Habits among Grades 4 to 6 Pupils in
Banyaga Elementary School**

Victoria Rodriguez, Department of Education

Abstract

INTRODUCTION
This study aims to help the pupils develop their full potentials through good and proper study habits that will enable them to uplift their performance academically.

METHODS
Survey questionnaires were used in gathering data. Twenty (20) pupils from Grades IV-VI were chosen randomly considering that the pupils were heterogeneously-grouped.

RESULTS
This study was conducted for eight (8) months starting May to December, 2017 to provide ample time for teachers and pupils to utilize the strategies and activities that will help them in the improvement of their study habits. Conferences with parents, pupils and teacher-advisers were conducted.

DISCUSSIONS
Determining factors affecting study habits will serve as a way to develop globally-competitive Filipino citizens, the productive nation-builder.

KEYWORDS: study habits, totally-developed, academic performance, study attitudes, potential, productive

SUBMISSION ID: R04A-BATANP-1382

Factors Affecting the Track Preference of the Incoming Senior High School Students in Renato Edano Vicencio National High School

Raenel Peredo, TRAQ

Abstract

INTRODUCTION

The career specializations offered by the K-12 curriculum serve as a stepping stone for the students' chosen career. The Grade the 9 and 10 students are at that phase of choosing the track they would take up for Senior High School. This study aimed to determine the specialization that they are about to take and why they chose the said track.

METHODS

Data were gathered using a validated researcher-made questionnaire. The respondents of the study were 67 Grade 9, and 43 Grade 10 students with a total of 110 respondents. Percentage and Weighted Mean were the statistical tools used in this study.

RESULTS

Data clearly revealed that out of 110 respondents, 63 or 57.27% preferred Academic Track, 46 or 41.82% chose TVL track, one or 0.91% chose Arts and Design track and none chose Sports Track. They also agreed that their preferred track is their personal choice and childhood dream, and is suited to their skills and abilities. In terms of family factors, results revealed that the respondents consider their parents' decision and their family's financial status regardless of their career preference. In terms of social factors, respondents agreed that they consider in demand courses, teachers' advices, availability of track offering in the community, and availability of job in the future.

DISCUSSIONS

Results indicate that the incoming SHS students prefer Academic Track because they believe that it suits their personalities, choices, values and interests. According to the study of McKay (2017), a constant willingness to learn about a particular area of interest brings about success. Therefore, REVNHS is encouraged to add Academic Track in their course offering to cater to the learners' preference as it will bring a greater chance of success among students

KEYWORDS: Track Preference, Factors, Specialization

SUBMISSION ID: R04A-QUEZON-0207

Factors Affecting the Usage of English Language During Class Hours

Juline Grace T. Cajolo, Gen. Pantaleon Garcia Senior High School
(Adviser: Maria Theresa Landoy)

Abstract

INTRODUCTION
English is used as a medium of instruction in Filipino schools - both private and public. In General Pantaleon Garcia Senior High School Malagasang I-G, Imus City, Cavite the students were aware of the bilingual system of education. The researchers noticed that students were experiencing difficulties dealing with the foreign language especially in class hours.

METHODS
Researchers conducted a survey. Slovin's formula helped researchers come up with a total number of 187 Grade 12 students as respondents of the study. Probability sampling technique. Students strongly agreed to the use of Taglish in explaining thoughts and ideas, and got the highest mean of 3.6; while students' comfortableness in English Language rather than Filipino got the lowest mean of 2.5.

RESULTS
Given the fact that the usage of English language was affected during class hours, it turned out to be positive because the students were still exerting effort to learn and enhance their proficiency in English language. They felt the need to practice outside the class.

DISCUSSIONS
Researchers recommended that students should practice talking in English with their classmates to ease the tension that hinders them in using it inside the class.**KEYWORDS:** USAGE ENGLISH LANGUAGE CLASS HOURS

SUBMISSION ID: R04A-IMUSC1-0010

Factors Affecting the Viewing Comprehension Level of the Selected Grade 10 Students in San Pablo City National High School

Christine Aquilo & Kent Brian Icamen, San Pablo City National High School

(Adviser: Luningning Adarna)

Abstract

INTRODUCTION
Various researchers, articles and studies say that viewing comprehension level play a significant role in the communication process. The researchers explored the different factors affecting the comprehension level of the selected Grade 10 students in SPCNHS.

METHODS
This study used descriptive design. The first part of the questionnaire covers the respondent's profile and perception. The researchers then used a video clip from Tan Sui Whi (2010) to measure the respondent's viewing comprehension level with regards to Barrett's Taxonomy of Comprehension. The second test questionnaire was divided into five levels of comprehension namely: literal, reorganization, inferential, evaluation, and appreciation.

RESULTS
The Grade 10 students who participated in this study perceived quantitative results based on the Barrett's Ordered Interval Skills. It showed that the Personal Factors were not significantly related to any levels of viewing comprehension. Meanwhile, Home Environmental Factors found to be not significant when correlated to literal, reorganization, inferential and, appreciation. However, it was significantly related to evaluation. Furthermore, School Factors shared the common result with the Home Environmental Factors.

DISCUSSIONS
The results determined that the respondent's profile and student's perception were not significantly related to the viewing comprehension level. The researchers concluded that the viewing comprehension is an effective tool for the learning process of the students.

KEYWORDS: Viewing comprehension level, factors

SUBMISSION ID: R04A-SANPAB-0033

Factors and Effect of the Implementation of Project 555 among Grade Six Pupils at Subic Elementary School

Juvy Cabrera, Department of Education

Abstract

INTRODUCTION
The study aimed to find out the factors and effect of the implementation of Project 555 among Grade Six Pupils at Subic Elementary School.

METHODS
The researcher gathered data regarding the factors and effect of the implementation of Project 555 among Grade Six pupils.

RESULTS
Based on the results, (1) Pop the Balloons, (2) Deal or No Deal, (3) Pick up a Card, (4) Go to the Corner, (5) Family Feud, (6) Sagot Mo and the like benefited the Grade Six pupils. The effects of the strategies used in the implementation of Project 555, 36.25% responded that they were satisfied in varied instructional materials or visual aids used by the teachers. The learning activities laboratory marked 48.48%; 39.39% of the pupils were satisfied in the resourcefulness of the teachers by updating technology in teaching; and 38.78% excellently marked the teachers by allotting five minutes review as part of Project 555 in their everyday lessons.

DISCUSSIONS
It was evident that the students embraced Project 555 through the execution of the teachers.

KEYWORDS: Project 555, Revitalizing ENSCIMAFILAP

SUBMISSION ID: R04A-BATANP-1515

Factors and Solutions on Low Attendance Rate of Parents to Parent-Teacher's Conference (PTC) of GJCSHS: Basis for PTC Communication Management System

Liliana Anog, Gen. Juan Castaneda Senior High School

Abstract

INTRODUCTION

The Parent-Teacher Conference (PTC) for SY 2017-2018 was attended by only 30 out of 320 (9.38%) expected parents. This study aimed to address the low attendance rate of parents through a developed PTC communication management system in GJCSHS.

METHODS

The quantitative descriptive method used a survey questionnaire. The samples consisted of 30 parents/guardians' attendees during the 1st PTC for SY 2017-2018. They were interviewed informally on their reasons and suggestions for not attending the school PTC, followed by constructing survey questionnaires, administration and focus group discussion.

RESULTS

Factors of parents for not attending the PTC were as follows: conflict of time schedule due to work; forgot to give/lost the letter by the student; the agenda of the meeting were not clearly stated in the letter; and no feedback mechanism was executed. Different suggestions were also stressed by parents such as: give communication letter with complete information one week before the meeting; posting of meeting in Parent-teacher group in FB; shortened time of meeting; give recognition to actively participating parents; and conduct home visitation campaign.

DISCUSSIONS

Proposed communication management system consisted of the following: creation and distribution of school-based calendar of activities (SBCOA) thru flyers given to parents; posted in the parents FB group and in other social media; information dissemination and participation campaign (IDPC) thru a communication letter of invitation in Filipino and English with agenda, schedule, type/kind of participation and reply slip; and lastly, Parent-Teachers' communication and monitoring system (PTCMS) involved the monitoring of covenant letter, waiver, returned reply slip, logbook, schedule visit or any form of feedback mechanism. The Parent-teachers conference communication management system (PTCCMS) handbook was developed as the final output which served as guide.

KEYWORDS: Factors, Solutions, Low Attendance Rate, Parent-Teachers Conference, Communication Management System

Factors Associated with Academic Dishonesty in Taking Examination

Ariel Salvador, Department of Education - Cavite

Abstract

INTRODUCTION
The purpose of this study was to find out the different factors that are associated with academic dishonesty in taking examination as perceived by G-8 students of Ternate National High School. Previous studies of academic dishonesty have systematically identified the psychological and social variables correlated to cheating. Using in-depth narratives from 80 students enrolled G-8, this paper examines the variety of creative tactics that students often use to cheat during examinations and preparation of assignment.

METHODS
The respondents of the study were the 80 G-8 students, forty (40) students coming from the top ten and forty (40) student coming from below the rank, and who were all under the tutorship of the proponent. Using a researcher-made instrument, the data gathered were treated with appropriate statistical tools such as percentage, weighted mean and ANOVA.

RESULTS
Majority of the respondents were thirteen years old, and more were female. When they were grouped according to their profile, and factors associated with academic dishonesty, a significant difference was found.

DISCUSSIONS
Motivation is undoubtedly the core in explaining both moral and immoral behavior in everybody. By understanding the motivating factors that lead to dishonest acts, interventions could be introduced to decrease if not totally eradicate its occurrence. Parents, guardians, educators and the students themselves are to keep an eye on their own actions and behaviors. In addition, teachers can reduce the tendency to cheat by involving students in interesting assignments that are more engaging and relevant to the students themselves.

KEYWORDS: Academic Dishonesty, Examination, Cheating and Plagiarism

Factors Associated with Academic Performance of Learners at Coral Na Munti National High School

Florence Poblete, Teacher III

Abstract

INTRODUCTION

The researcher decided to conduct this study to determine the factors that lead to academic achievement of learners and identify factors that hinder their performance. This research intends to study the factors affecting learners at Coral na Munti National High School, as assessed by the learners themselves with the end view of formulating a comprehensive intervention program that would address the increasing number of low performing students in academics.

METHODS

The descriptive method of research aimed to present information on how the demographic profile, and the factors specifically in terms of interest, social adjustment, interpersonal relationship, attitude, habit and support system affect the learners' academic performance.

RESULTS

The respondents revealed that they always have good support system in their studies as manifested by the highest weighted mean of 1.51. They were always interested in their studies with the average weighted mean of 1.70. Learners always have good interpersonal relationship with the average weighted mean of 1.91. They were often socially adjusted in their studies as manifested by the average weighted mean of 2.17. Students and teachers revealed that they often have good attitude with the average weighted mean of 2.20. In this study it was found out that the major determinants among the factors presented that affect low performing learners are social adjustment, habit and attitude.

DISCUSSIONS

The researcher believed that developing a structured academic intervention program may be of great influence and a contributing factor to the success of students in terms of academic performance.

KEYWORDS: social adjustment, interpersonal relationship, academic performance, intervention program

Factors Causing Difficulties in Solving Mathematical Problems of the Grade Four Learners in Banyaga Elementary School

Guillerma Cacao, Department of Education

Abstract

INTRODUCTION

Problem solving is one of the major aspects in mathematics curriculum which require students to apply and to integrate many mathematical concepts and skills as well as making decisions. Most students were reported to have difficulties in this aspect; hence the researcher determined the major mathematical skills and cognitive learning abilities that cause the difficulties.

METHODS

Questionnaire was the main data gathering instrument. Interviews were also carried out. In this study, 30 pupil-respondents from Grade IV class of Banyaga Elementary School were chosen randomly.

RESULTS

Based on the findings, skill is the most critical factor causing difficulty in solving mathematical problems. Other causes include language skill, visual-spatial skill, and arithmetic skill. With regards to cognitive learning abilities, using logical thinking greatly influences the difficulties of the pupils. Ability to do perceptual thinking, memorizing and recalling are other contributing factors with regards to difficulty of the pupils in solving mathematical problems.

DISCUSSIONS

The results reveal the need for teachers to encourage the learners to read the word problems thoroughly, teach them to analyze which information may be important, and to write down their workings so that they do not become confused.

KEYWORDS: problem solving, mathematical concepts, difficulties, cognitive learning abilities

SUBMISSION ID: R04A-BATANP-1316

**Factors Contributing to Poor English Performance of Grade Five
Learners at Palahanan Elementary School**

Analiza Ebora, Department of Education

Abstract

INTRODUCTION

The poor performance in English of Grade Five pupils was observed during Pretest (First semester) conducted on June 2016. This study was designed to propose an intervention plan to enhance pupil's performance in English subject.

METHODS

The descriptive method of research was used with the questionnaire as the main tool for gathering the data. 23 teachers of Paaralang Elementarya ng Palahanan were the subject of the study. Frequency and weighted mean were the statistical measures used to analyze the data.

RESULTS

The study revealed that teaching approaches used in teaching English, school resources, class size and the school attendance of learners affect the poor performance of pupils in English subject.

DISCUSSIONS

The findings of this study could shed light on how to achieve quality education among pupils.

KEYWORDS: poor performance, school resources

SUBMISSION ID: R04A-BATANP-1160

Factors in Determining Pupils for Sped Referral: Basis for a School-Based Systematic Inclusive Education Program

Milain Nabia, Department of Education - Cabuyao

Abstract

INTRODUCTION
This study explores the factors considered by the teachers handling pupils referred with disability at Banay-Banay Elementary School in determining pupils for SPED referral in order to create an inclusive education program.

METHODS
The respondents for this study were the 6 regular classroom advisers in Banay-Banay Elementary School, Cabuyao, Laguna who have pupils referred with disabilities in their regular class for school year 2018-2019. The method of collecting data for this study include in-depth individual semi-structured interviews and direct observations.

RESULTS
The first and the most prominent factor considered by the teachers is the behavior which includes the evidence hyperactivity. Second is the inability to read and pass the assessments implemented in public schools in a regular classroom setting. Third are the social skills. Fourth is their span of attention to which most of them from grade two to grade five have 2 to 5 minutes span.

DISCUSSIONS
Since Banay-Banay Elementary School is not a SPED Center; the teachers in this school were mostly general education practitioners. Teachers identified the pupils who will be referred to special education during their instruction through direct observations.

KEYWORDS: inclusive education, SPED referral, inclusive education program

SUBMISSION ID: R04A-CABUYA-0014

Factors in Reading Competencies of Grade Five Pupils of Wawa Elementary School

Jenifer Orcuse

Abstract

INTRODUCTION

The pretest reading assessment in English for the First Semester of School Year 2017-2018 revealed thirteen (13) non-readers among male pupils and seven among female Grade Five pupils. The number of pupils who were under Frustration level was 178 for male pupils and 139 for female pupils. Only 18 and 24 fell under the Instructional for male and female pupils respectively. Nobody fell under the Independent category. These results could mean that the Grade Five teachers have to do anything in their powers and abilities to make slow and very slow readers read faster. They are in for a challenge to make the 20 non-readers read. The researcher as grade leader and teacher of reading must do something to put an end to the present situation.

METHODS

A researcher-made questionnaire was constructed and peer validated for corrections and sentence construction. The respondents of this study were the Grade Five pupils who experienced difficulties in reading and all teachers of Grade Five. The weighted mean was used to treat the responses of the respondents.

RESULTS

Results revealed that reading comprehension was a dismal facet of reading level of Grade Five pupils. Problems encountered by teachers included low vocabulary, lack of background information, inattention, apparent lack of interest and lack of follow-up at home.

DISCUSSIONS

For the methods and approaches undertaken to improve the reading level of Grade Five pupils, buddy system, reading time, one on one reading with the teacher, presence of various reading materials in the classroom, pupils reading during their free time, and assignment and follow-up with the parents' participation were recommended.

KEYWORDS: comprehension, slow readers, non-readers, problems, methods and approaches

Factors Leading to Disciplinary Issue among Grade 11 and Grade 12 ICT Strand

Ginalyn Aquino

Abstract

INTRODUCTION

Disciplinary issue is one of the problems in school. This paper aimed to determine the factors leading to disciplinary issues of the students of Grade 11 and Grade 12 ICT Strand in selected schools of Division of Calamba City.

METHODS

This study utilized descriptive method of research. Survey questionnaires were used in gathering the data.

RESULTS

The results showed the respondents rarely experienced bullying (2.50), disrespect (2.13), violence (1.96) and cutting classes (1.83). They perceived environmental factor (2.78), family factor (2.69), peer pressure (2.42) and school factor (2.26) are the factors leading to disciplinary issues.

DISCUSSIONS

The research may be a basis to improve the teachers, guidance counselors, and school programs and policy regarding discipline.

KEYWORDS: disciplinary issue, senior high school.

**Factors of Undecidability in Career Choices of Grade 11 General
Academic Track Students: Basis for Career Decision-Making Program**

Josephine P. Manapsal., RPsy, Ph.D., Francisco Osorio National High School

Abstract

INTRODUCTION
This study identified the problems and difficulties encountered by GAS Grade 11 students as a basis for Career Decision Making Program. This program aims to gain awareness of the key components of career decision making.

METHODS
This study is a descriptive survey research design. Total enumeration was used since there are only 80 Grade 11 students.

RESULTS
The problems encountered are ranked in order: 1. they are confused with what course to take; 2. their mother/father makes the decision for them; 3. the family income is not sufficient; 4. there is no school that offers the course they want; 5. they do not see their future career; 6. they feel sickly that they can't choose the right career for them. Lastly, having a problem being away from their friends if they take a different course. The difficulties encountered are ranked in order: 1. they like the course or career, but they don't think they can finish it 2. they have difficulty in choosing that they might shift someday; 3. they have chosen a career but it is difficult to see themselves enjoying in the profession; 4. there is a conflict with what they want and what their parents want; 5. they fear that they might be rejected in the course they are going to take; 6. they don't have a clear vision of what's going to be their future career; 7. they can't think of other reasons why it's difficult for them to make a decision; 8. they just go with the flow with the recent demand of profession in the society nowadays; 9.1. they don't know their interest and; 9.2 they think, they are still young to make their own decision; 10. they perceived that they don't have a talent.

DISCUSSIONS
The factors of undecidability in choosing career are ranked as follows: 1. financial problem; 2. immaturity to make decision; 3.1 the right school to choose is too limited; 3.2 peer pressure; parental conflict; 6. no new friends or acquaintances; 7. the school is not credited by the Commission on Higher Education (CHED).

KEYWORDS: undecidability, career choice, decision making

Factors That Affect Grade 7 and 8 Students' Behavior Towards Mathematics

Jylaine Diana, Looc Integrated School

Abstract

INTRODUCTION
This paper aims to understand certain problems about students' behavior in their Mathematics subject. The following factors are to be considered; teacher-factor, student-factor, environment or school-factor. It is important to know the factors so that the teacher can develop appropriate activities for the students to enjoy the subject while learning.

METHODS
For the conduct of this study, validated questionnaire comprised of 15 items, and were given to students. The respondents were the Grade 7 and Grade 8 students of Looc Integrated School, SY 2018-2019. With 150 Grade 7, 50 learners were randomly chosen to answer the questionnaire. From 100 Grade 8 students, 50 were chosen randomly as respondents.

RESULTS
Result from Grade 7 shows that 40% is for teacher factor, 36% for the environment or school factor and 24% for student factor. While based on the findings from Grade 8 level, 42% agrees that teacher factor plays an important role towards the behavior of the students in their Mathematics subject. 38% favors for the environment or school factor and the remaining 20% settles with student factors.

DISCUSSIONS
The results prove that teacher factor has a great impact on students' behavior with their Mathematics subject. The decrease in behavior towards Mathematics can be associated with the decrease of an effective motivation. Lack of student's motivation and engagement of work are the main issues amongst teachers. The teacher needs to look at effective motivation and strategic lessons in Mathematics.

KEYWORDS: Mathematical performance, motivation, teacher factor, social support

**Factors That Affect Listening Performance of Grade Six Pupils of
Gregorio Agoncillo Elementary School**

Jenny Alamag

Abstract

INTRODUCTION

The ability to listen is as important as the ability to speak, read and write. Although listening is often taught in the elementary grades, there are some factors that affect the listening performance of the pupils as they go to higher grades.

METHODS

A questionnaire was used to determine the factors that affect the listening performance of pupils. Frequency counts, percentage weight values, and weighted mean were used in the analysis and interpretation of data.

RESULTS

Among the factors presented, gadgets, physical environment, health, passivity or lack of interest and teacher related factors were found out to have a strong effect on the listening performance of pupils. Based on the results, gadgets and the nearness from the road area gave the highest mean denoting a strong effect on the listening performance of the pupils. Illness and passivity denote moderate effect. Teacher-related factor and classroom atmosphere also effect on pupils' listening performance. While home-related factors have slight effects on the listening performance of the Grade 6 pupils.

DISCUSSIONS

Improving pupils' listening skills effectively is strongly related to being aware of the factors which have an effect on their listening performance. It is recommended that parents, teachers and the school administrators should be united in developing the listening skills of the pupils.

Factors That Affect the Absenteeism of Grade Six Pupils of Sta. Cruz Elementary School, S.Y. 2016 - 2017

Maria Teresa E. Borja, Department of Education

Abstract

INTRODUCTION
Poor attendance or Absenteeism is one of the biggest problems in almost every school especially in elementary. In this study factors that affect pupil's absenteeism is determined.

METHODS
A questionnaire was used to determine the factors that affect absenteeism among the respondents where they rated each situations/reasons/factor presented. Instrument used is structured face to face interview.

RESULTS
Health is the primary reason why pupils are absent from their class. Personal Attitude, Home-Related Factor, Classroom atmosphere, Teacher-Related factor follow in the order.

DISCUSSIONS
This study implied that teachers must be aware of these factors.

KEYWORDS: absenteeism, school, physical factors, health factors, personal attitude, teacher related factor, classroom atmosphere, home related factor

Factors that affect the Academic Performance in Algebra of Selected Grade Ten Student of Area III Division of Batangas: Its Implication on Educational Management

Jovy Bathan, Department of Education - Division Of Batangas

Abstract

INTRODUCTION
Today most of the students have nullifying attitude towards mathematics. They had preconditioned their minds that mathematics is a very hard subject. Students show absence of interest during the discussion.

METHODS
The study used the descriptive survey as a research method with questionnaire or checklist as a major data gathering instrument.

RESULTS
It has been found that there is an average Academic Performance in Mathematics based on Year-end National Achievement Test in Area III Division of Batangas Province for Junior high school students, establishing the fact that mathematics is a difficult subject for them. Significant relationship between the academic performance of the students in mathematics and the occupation of their parents was also established.

DISCUSSIONS
Results revealed that teachers can still improve the academic performance of the students through preparing lessons that would stimulate the interest and enthusiasm of the students to learn and discover the proper study habits in mathematics together with other subjects.

KEYWORDS: Academic Performance; Educational Management; Implication; Intermediate Algebra; Students

Factors that affect the academic performance in elementary education aligned with K-12 curriculum

Leah Arellano

Abstract

INTRODUCTION
The keys to better learning and better academic performance in schools are good teachers, good study environment, course of study, parents' cooperation and high-quality books. The study aims to develop an intervention program to enhance academic performance of pupils aligned with K-12 curriculum.

METHODS
To serve the purpose of this study and to determine the strengthening activities to the implementation of K-12 curriculum the researcher employed descriptive method of research.

RESULTS
The study focused on seventeen (17) teacher respondents from Ilijan Elementary School.

DISCUSSIONS
The researcher determined the profile of the respondents in terms of age, gender and status. Most of the respondents belonged to the age bracket of 31-40 years old, followed by 20-30 years old and then respondents who were 41-50 years old and lastly the age bracket of 51-60 years old. It was anchored with the study of Cox (2009) that a highly experienced sample, could situate on the basis of the Life Cycle theory in a phase of consolidation and professional maturity that can evolve towards two different and opposite trends: to be conservative and innovative.

KEYWORDS: Jan-31

Factors That Affect the Academic Performance in Science of Selected Grade Six Pupils of Tanauan City South District: A Basis for a Proposed Action Plan

Oryza Ann Mercado, Department of Education - Tanauan City

Abstract

INTRODUCTION

Science is one of the core subjects that is given high priority in Philippine schools as it has a significant influence on everything we do. In school, pupils need to develop the ability to critically analyze situations and to propose possible solutions that can address here. Pupils may then apply this skill to whatever concerns they would meet in their day-to-day activities.

METHODS

The study used descriptive survey as a research method. The study aims to determine the relationship between the final grades in Science of grade six pupils in Tanauan City South District to the respondents' profile and other performance factors.

RESULTS

There is no significant relationship between the profile of the respondents and their grade in Science. The class size, facilities, available apparatus and supplies and reference materials are the top factors affecting the performance of the pupils.

DISCUSSIONS

The researcher hereby recommends that the Department of Education conducts rigorous training on content and strategies in teaching Science. The teachers must pursue their post-graduate study. The parents should motivate their children. The learners should exert more effort on their study.

KEYWORDS: academic performance, pupils' perceptions, assessment innovations

Factors That Affect the Learning of the Grade 5 Pupils of Magallanes Elementary School in Filipino

Geraldine Constante & Rachel S. Padilla, Magallanes Elementary School

Abstract

INTRODUCTION
The researcher came up with this study on the possible reasons behind the poor performance of the pupils in the subject Filipino, focusing on the Grade 5 pupils of Magallanes Elementary School.

METHODS
The researchers used the descriptive and evaluative designs. The researchers used questions involving the subject Filipino. It is divided into two parts: The first part contained personal information and the latter showed possible reasons that affect their learnings. The questionnaires were given to fifty-seven pupils of Grade V.

RESULTS
Many issues affected the learnings of the Grade V pupils of Magallanes Elementary School. Some of the issues were:
1. Environment
2. Family
3. Health

DISCUSSIONS
It doesn't hinder all the possibilities of having another study regarding this.

KEYWORDS: learning factors

Factors That Affect the Performance in Mathematics of Grade 4 Pupils at San Antonio Elementary School

Liza Escala, Melany Barquilla, & Rosalie Balmaceda, Department of Education
- Batangas

Abstract

INTRODUCTION

Mathematics is one of the most important subjects at all levels since it is a part of our way of life in this advanced and complex society. This study is rooted in the pupils' knowledge, ideas, skills, habits, attitudes, and interest as consequence of many contributing factors.

METHODS

Data were gathered through the use of a questionnaire, which was prepared by the researchers. The universe of this study consists of grade 4 pupils at San Antonio Elementary School, San Antonio Sto. Tomas, Batangas.

RESULTS

The factors that influence the pupils' performance in mathematics rank according to their weighted mean were: student factors; teacher factors; home factors and peer factors. All the factors had much influence on the pupils' performance with the pupils' factors showed more influence than the other factors. The peer factors showed the least influence.

DISCUSSIONS

The pupils' performance in mathematics is influenced by a complexity of factors namely: a) pupils factors which include the pupils' attitudes towards mathematics; b) The teacher factors which include the teacher-pupil relationship and the techniques of teaching; c) home factors, the relationship among family members; and d) peer factors which influence their way of doing the environmental causes.

KEYWORDS: performance, attitudes, study habits, mathematics

Factors That Affect the Reading Ability of Grade Ii Pupils: Basis for Development of Improved Reading Program

Sheryl Niola, Department Of Education- Cavite Province

Abstract

INTRODUCTION
The study aims to identify the factors affecting the reading competency of the grade 2 pupils of Labac Elementary School. Specifically, it seeks answers to the following problem: 1. What is the reading competency level of the grade 2 of Labac elementary, 2. To what extent are the pupils' reading competency influenced. Programs and activities; 3. What is the most dominant factor that influence the reading ability of the students; 4. Is there a significant relationship between the factors that influence the reading ability of pupils with the school factors and 5. Based on the findings, what school reading development program may be proposed.

METHODS
The descriptive method of research of the correlation type was used. The subject of the study were the grade 2 pupils of Labac Elementary School, School Year 2014-2015. The main instrument was the Department of Education's Reading Diagnostic Test. The teacher constructed survey questionnaire to supplement the data particularly on the teachers and school factors. The statistical tools include the percentage, weighted mean and the Friedman rank ANOVA.

RESULTS
The findings reveal that the grade 2 pupils were low in their vocabulary ability, but there were some who were on their development and beginning. There is a need to evaluate or create a reading program in the school that will solve the reading deficiency of the pupils.

DISCUSSIONS
The results demonstrate that the school must have a regular reading assessment or evaluation in order to facilitate the reading performance of the pupils at an early stage. The library and reading resources must be improve to cater to the reading needs of the pupils.

KEYWORDS: READING ABILITY, FACTORS, IMPROVED READING PROGRAM, PUPILS

SUBMISSION ID: R04A-CAVITP-0133

Factors That Affect the Students' Engagement in Cigarette Smoking and their Coping Mechanism: Input to Classroom Advisers of Shs of Neighbor Schools (Looc Integrated School and Calamba Bayside Integra)

Gulanes, Angelo Carlo B., Calamba Bayside Integrated School,Alejandro Tatlonghari, & Andayon, Dionisio P., Looc Integrated School

Abstract

INTRODUCTION

This study aimed to find out how the given factors affect the students' engagement in cigarette smoking and their coping mechanism. This study covered two schools in the East District of the Division of Calamba.

METHODS

This study used the descriptive qualitative design. This design was used to divulge how the respondents' engagement in cigarette smoking was affected by the following factors: Sociodemographic; Environmental; Behavioral; and, Personal. Moreover, this approach was utilized to check Current behavior of the respondents relative to smoking and to identify how did the respondents cope with the side effects of smoking.

RESULTS

It was found that Environmental factor contributed the greatest part among the respondents' smoking vice, seconded by Sociodemographic and followed by equal effect of Behavioral and Personal factors. It was also found that the respondents' current behavior towards smoking increasing due to peer pressure. Moreover, the respondents have no coping mechanisms to deal with the effects of the said vice.

DISCUSSIONS

The output and discoveries generated from this research gave the motivated researchers to produce an action plan that will decrease the respondents' addiction to the said vice. The action plan that will be proposed to be part of the schools' project includes seminar/workshop for the students on cigarette smoking awareness, seminar/workshop for the community towards the effect of smoking, in a joint venture with Local government, and ICT-related campaign against smoking to be accomplished by all students.

KEYWORDS: Cigarette Smoking, Prevention, Seminar/workshop, ICT-related Campaign, partnership

SUBMISSION ID: R04A-CALAMB-0387

**Factors That Affect the Students' Involvement in School Activities:
Basis for an Action Plan**

Emelita Barquilla, Department Of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION
Balas Buco Sta. Maria National High School is an educational institution that provides quality education through a variety of learning environments and learning spaces suited for junior high school learners. I

METHODS
This study used eighty (80) randomly selected respondents comprising forty (40) females and forty (40) males. The researchers sought the approval of the principal to conduct the research.

RESULTS
The findings reveal that teachers created a great influence on every student's decision on activity involvement. The results suggest that the teachers as well as family, peer, and student himself have to work hand in hand in motivating and building holistic individuals.

DISCUSSIONS
The researchers gave necessary solutions and recommendations through a Plan of Action and motivating factors for the parents, students and teachers as well.

KEYWORDS: students' involvement, school activities

Factors that Affect the Study Habits of Grade V Pupils in Iriga Central School, Iriga City

Judith Osea, Iriga Central School

Abstract

INTRODUCTION
Good study habits include being orderly, keeping good notes, reading textbooks and listening in class.

METHODS
The study employed the descriptive-normative survey method with a validated questionnaire as the primary data gathering instrument. Percentage Technique, weighted mean and Likert scale were used in tabulating the data.

RESULTS
1. On the profile, the genders of the respondents were equal in number; the monthly income of the family, majority belonged to below average family earnings; in the availability of reading materials and other learning materials, majority owned or has an Encyclopedia/Almanac in their home; 2. The common factors that affect the study habits of the Grade V pupils were: Lack of nutritious foods to promote healthy body, and mind and Mother doesn't have the time to help the children in doing their homework because of nursing babies and all were rated as Strongly Agree; 3. Effective Study Guide can guide the parents and learners so as to establish a good study habit and improve the academic performance of the pupils.

DISCUSSIONS
The researcher decided to conduct this study since study habit is one of the major problems of Grade V pupils in attaining good academic performance. Parents and teachers should closely monitor the children's study habit. Time management is important, find time to look into the activities of the child in school as well as their daily assignments.

KEYWORDS: affect, factor, study habit

SUBMISSION ID: R005-IRIGAC-0027

Factors That Affect the Submission of Project in Industrial Arts of Grade Six Pupils of Padre Garcia Central School: An Assessment

Diah Marie Villanueva, Department of Education - Padre Garcia

Abstract

INTRODUCTION

The study will present the description of interest in project making. The researcher desires for the innovative approaches that may help the educators to a successful project making.

METHODS

This study utilized descriptive method of research. Questionnaire was the main instrument utilized to determine the assessment of the respondents of project making process. The study covered 98 out of 216 Grade VI pupils of Padre Garcia Central School for SY 2017-2018.

RESULTS

Students' assessment in the relevance of project making is that they used imagination to create artistic work, project making help students in planning the activities involved in project making; and their assessment in terms of financial consideration is to create useful project using recyclable materials.

DISCUSSIONS

Educators should be knowledgeable in conducting project-based learning approach so that the students will take project making in a positive way. The teacher will motivate the students to make a project made out of indigenous materials to lessen their expenses in making project like bamboo craft, coconut shell craft, seashell craft and the like.

KEYWORDS: TLE, Industrial Arts, project-based learning approach

SUBMISSION ID: R04A-BATANP-0163

Factors that Cause Absenteeism among the Students of Constancio E. Aure Sr. National High School

Aida S. Brucal - Constancio E., Karen G. Lambon - Constancio E., Remigio Y. Garcia, Aure Sr NHS

Abstract

INTRODUCTION
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. Absenteeism is a habitual pattern of absence from a duty or obligation without good reason. Traditionally, absenteeism has been viewed as an indicator of poor individual performance; it was seen as a management problem, and framed in economic or quasi-economic terms.

METHODS
The study will use descriptive survey design to describe the issues and eventual gaps and problems related to the topic. The respondents to this study were the students from grade-7 to grade-10 with severe cases of absenteeism within the school year.

RESULTS
The data shows that most of the possible factors are "Community, Health, School and Family".

DISCUSSIONS
The survey shows that most of the possible factors affecting student's attendance to school have a great significance in their studies, in terms of "Community" (35.2%), the respondents affirmed that their "peers" have something to do with their attendance; while (45%) of them consider the "poor transportation" from their areas going to school; and when it comes to "school" factor most of the respondents highlighted the "lack of facilities" (59.6%); and "attitude of the teachers" and in terms of the "family" one of the noticeable reason or factor affecting their attendance in the school was "the learners working with their parents" with a collective percentage of (42.3%); and one of the alarming factors was "the parent asking them to be absent" for some reasons (28.2%).

Factors That Cause Student Absenteeism of Grade 8 Students in Lipa City National High School

Judelina Cetron, Lipa City National High School

Abstract

INTRODUCTION
One of the most serious problem inside the classroom is the issue of absenteeism. This is the reason why the researcher conducted this action research to fully understand the students and help them cope with the activities every day, to design programs and action plans that help them avoid absences.

METHODS
A descriptive research process was used whereby a meticulous description and analysis of the gathered data is made in order to arrive at the needed answers to the problems posited in the study. All the data was then organized, tallied, tabulated, and presented in a series of tables and graphs. Frequency counts, percentage weight values and weighted mean were used in the analysis and interpretation of data.

RESULTS
Health is the primary reason why students are absent from their classes. Summing it up, the top 10 reasons of student absenteeism are as follows and in order: fever/flu, noise inside the classroom, cough and colds, bullied by classmates, headache and influence of friends, other diseases, lack of food or something to eat, stomach ache and scolded by the teacher.

DISCUSSIONS
The results show that students who are frequently absent from the class are said to be struggling learners, thus teachers should design intervention materials that will help students come up with the lessons they missed the time they were absent.

KEYWORDS: Factors, Absenteeism, Grade 8

Factors That Caused Bullying in Class by Students: A Study

Baby Gilda G. Aquino, Fernando Rodriguez, Gina P. Hernandez, &Maria
Teresa G. Baon, Department of Education - Balayan NHS

Abstract

INTRODUCTION
This research aims to identify factors that caused bullying in Balayan National High School. It focuses on the kinds of bullying that happens in school and the factors that caused it. The findings explicated that bullying in class is considered as the most prevalent form of low-level violence in schools today.

METHODS
The researchers used descriptive-survey type of research to study the factors that caused bullying in class. Data were gathered using a questionnaire. The respondents of the study were 371 students from Balayan National High School.

RESULTS
40% favored physical bullying as the highest kind of bullying while 30% stated that verbal and the use of social media as the other kind of bullying. Occurrence of bullying in class showed that 50% favored that bullying occurs thrice a week as the highest occurrence of bullying. 40% state that the Family Background and Environmental factors are the highest factors that caused bullying in class while 20% favored that Teacher's absences from class as the least factor. It also showed that 40% of the respondents favored Lack of self-esteem and also the Behavior of the victims become violent to others while 20% stated that victims are not interested in attending the class.

DISCUSSIONS
Most students experienced physical bullying rather than verbal and cyber bullying in class. Cases of bullying occurred in class thrice a week. The Environmental factors and Family background are the most frequent factors that caused bullying in class. Due to bullying, the victims tend to have lack of self-esteem and violent behavior.

KEYWORDS: Bullying, Implication, Self-esteem, Social Media, Verbal

Factors that caused Poor Reading Comprehension on Grade II Pupils of Kaylaway Elementary School

Marivic Bituin, BRAVE

Abstract

INTRODUCTION

It is observed that some Grade II pupils of Kaylaway Elementary School have poor reading comprehension. This action research aims to determine the factors that caused poor reading comprehension.

METHODS

This research is descriptive in nature. Questionnaires are used to gather information about analysis and necessary intervention in terms of the poor comprehension of Grade II pupils in Kaylaway Elementary School.

RESULTS

Factors that caused poor reading comprehension are poor reading habit, lack of interest in reading and lack of concentration in reading. Respondents identified that the problem may be solved through guided reading, shared or group reading and buddy-buddy system. Reading can be improved by using audio-visual presentation and use of variety of reading materials. Follow up at home can also improve reading comprehension.

DISCUSSIONS

The attitude of pupils towards reading is an influencing factor that affects their reading comprehension performance. Most likely, pupils would be able to understand the text if they are interested with what they are reading and if reading is really one of their interests or hobbies.

KEYWORDS: comprehension, factors, concentration, performance

SUBMISSION ID: R04A-BATANP-0594

Factors That Caused Tardiness in Class Attendance of Students in Tagaytay City Science National High School

Bernadette Dumayas, Tagaytay City Science National High School

Abstract

INTRODUCTION
This Action Research focused on discovering the causes of students' tardiness in class and conceptualizing possible interventions to lessen if not to eliminate the problem.

METHODS
The researcher utilized a questionnaire to find the factors and causes that led to tardiness of students in Tagaytay City Science National High School.

RESULTS
It indicates that 8 or 53.33% of the respondents are tardy in class 2-3 times a week. 6 or 40% of the respondents agreed that distance to school is the number one reason why students go late in their classes, while the behavior problem got the 5 or 33.33%, and 4 or 26.67% of the respondents favored financial problem that caused students to be tardy. 53.33% of the respondents favor reward system as the solution by the teachers to solve tardiness of students. 13.33% or 2 of the respondents favor that parents must be informed about their children's tardiness in class.

DISCUSSIONS
The researcher recommends to provide continuous monitoring of the students. The researchers recommend to have proper zoning for the students to enroll in the nearest school.

KEYWORDS: tardiness

SUBMISSION ID: R04A-CAVITP-1573

Factors that Caused the Lack of Participation among Parents in School Activities

Reynaldo Bascuguin, Santol Elementary Schol

Abstract

INTRODUCTION

It is the interest of the researchers to conduct study of the Factors that Caused the Lack of Participation Among Parents in Santol Elementary School.

METHODS

The researchers administered questionnaires to the parents in Santol Elementary School during the School Year 2016- 2017. Quantitative method is used to get views from large number of respondents. The collected data were tallied, analyzed and stated as findings which became the basis of the researchers for their conclusions and recommendations.

RESULTS

Majority of the respondents belong to the age bracket 31-40. On the other hand, most of them are female. Farming as nature of work of parents of pupils in Santol Elementary School caused lack of participation in school activities. Most of the parent-respondents wanted an addressed letter to motivate them to attend or participate in school activities. Strong relationship between parents and teachers are the key objective in this study. Parent-respondents like to have family day and other intervention programs for them to regularly participate in school activities.

DISCUSSIONS

Based on the findings there are some factors that caused the lack of participation among parents in school activities. To address these problems teachers conducted home visitation to get in touch with the parents and to augment parent's participation in school activities.

KEYWORDS: participation, factors

SUBMISSION ID: R04A-BATANC-0562

Factors That Contribute to the Occurrence of Bullying in class

Carmelita Bendicio, BRAVE

Abstract

INTRODUCTION
Bullying is the behavior or group repeated overtime that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, region, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

METHODS
In this research the teacher where used as respondents. They were personally interviewed to answer the questionnaire; their responses were computed.

RESULTS
Number of students who had trouble with bullying was increased. The studies showed that boys are frequent molesters compared to girls.

DISCUSSIONS
There are different factors that contribute to bullying some are peer pressure, some are lack of discipline and lack of guidance by the parents.

KEYWORDS: Motivate, difference, judgements

SUBMISSION ID: R04A-BATANP-1918

Factors That Contribute to the Occurrence of Bullying in Class

Alma Romero, Cynthia S. Nuestro, Rhodora M. Alegre, Rosario R. Nuestro, &
Teresita M. Pilac, BRAVE

Abstract

INTRODUCTION

The research aims to identify the factors that contribute to the occurrence of bullying in class in Aga Elementary School. It focuses on the occurrences of bullying in class, its reasons, types and the interventions to solve bullying among students. The findings are expected to lessen the case of bullying among learners in class and assist educators and administrators.

METHODS

In this research study, which is done in the seminar-workshop, teachers were used as respondents. They were personally interviewed to answer the questionnaire. Their responses were computed and percentages were placed in Tables. The respondents of the study are the nine (9) Public Elementary School Teachers of Aga Elementary School. They are composed of teachers with different experiences and perceptions in relation to bullying.

RESULTS

Most of the respondents agreed that bullying in class occur when teacher is not around while other respondents agreed that bullying occur during break time. They agreed that bullying occur in class because of lack of attention. They also agreed that the common type of bullying is verbal. The steps which the teacher employed to solve bullying among students include talking directly to the bullied and bully, while other respondents did report to the guidance counsellor.

DISCUSSIONS

The results prove that the occurrence of bullying happens any day at any time in school where teachers are not around. Attention seekers are those involve in bullying cases. Many of the bullied experience verbal abuse.

KEYWORDS: interventions, discipline techniques, bullying incidences

Factors That Dominate When Choosing a Strand in Senior High School for Grade 10 Students

Althea A. Arceo, GMATHS

(Adviser: Charisma Gredona)

Abstract

INTRODUCTION
This study will explore the various factors that influence the choice of grade ten students on the strand that they are going to take in senior high.

METHODS
The study implies a non-probability sampling method where the sample was taken from a group of known grade 10 students. The respondents were given survey forms and interviewed.

RESULTS
There were several factors that affect the choice of grade 10 students in choosing the strand that they are going to take in their Senior High School. These factors are their family, friends, skills, and ability.

DISCUSSIONS
The study shows that each student's decision was backed by different factors.

KEYWORDS: factors, k to 12, senior high, grade 10, affect

Factors That Led to Absenteeism among Grade Six Pupils in Balokbalok Elementary School, Nasugbu Batangas: Basis for an Intervention Program

Ma. Carina Avena, Department of Education

Abstract

INTRODUCTION

The quest for quality basic education is an unending job of educators and researcher. This is not just a task of those who are in the upper echelon of the Department of Education but it is everybody's concern.

METHODS

The study used the descriptive research to determine the factors that led to absenteeism of grade six pupils in Balokbalok Elementary School, Nasugbu, Batangas. The respondents of the study were forty (40) grade six pupils. Pupil-respondents were randomly selected from the population of the said school. Questionnaire was the main instrument in this study. Statistics such as frequency counts, percentage, ranking, weighted mean ranking and Pearson r were utilized.

RESULTS

Respondents were on right age prescribed by the Department of Education, male, has more monthly income. Pupils rated Moderately agree that distance of home to school, attitude of pupils, physical condition, teacher's factors and relation with classmates and other pupils in school were factors on the absenteeism of the pupils and agreed that behavior of parents were factors that greatly influenced the attendance of pupils in school.

DISCUSSIONS

The demographic profile of the respondents according to age, gender economic status
Identified the factors that led to absenteeism of the pupils: distance from the school, attitude of the Pupil, behavior of the Parent, physical condition of the pupil, teacher's factors relation with classmates, school children and community.

KEYWORDS: Factors, Absenteeism, Grade Six Pupils, Balokbalok Elementary School, Intervention Program

SUBMISSION ID: R04A-BATANP-0237

**Factors That Led to Absenteeism among Students of Malapad Na Bato
Elementary School**

Menandro Dela Vega, Mhar Rousauro B. Destreza, & Regina A. Dela Vega

Abstract

INTRODUCTION
The researchers deemed it is necessary to investigate the factors that lead to absenteeism at the same time, suggest on how to lessen absenteeism of students across all levels in Malapad na Bato Elementary School.

METHODS
The researchers conducted a survey to the population of the entire school. Frequency and percentage were utilized to analyze the responses regarding the analytical study of the factors that led to absenteeism of the students in Malapad na Bato Elementary School.

RESULTS
Respondents favor that the reason why students get absent is they need to attend the needs of younger brother and sister, while similar member of respondents favor no financial means for transportation expenses. Parent-Teacher Conference as teacher's strategy to lessen absenteeism, others answered giving incentives to pupils without absences.

DISCUSSIONS
Findings revealed that students used to get absent 3-4 times a week, distance of their home to school especially during bad weather, going along with their parents to work during sugarcane harvest season and financial incapacity of the parents contribute mainly to absenteeism. Home visitation is the most favored strategy to be used to lessen absenteeism, it also suggests that school implements program which aims and encourage children to attend regularly to school.

KEYWORDS: absenteeism, respondent survey, questionnaire

SUBMISSION ID: R04A-BATANP-2295

Factors That Led to Poor Interest in Mathematics among Grade Two Pupils of Malapad Na Bato Elementary School

Jane T. Calinawan, Juana F. Macasinag, Lovelee D. Caubalejo, & Manilyn Nosa

Abstract

INTRODUCTION
the researchers deemed it is necessary to investigate the factors that led to poor interest in Mathematics, at the same time, suggest on how to lessen it in all levels especially in Grade Two level.

METHODS
To analyze the factors that led to poor interest in Mathematics among Grade Two pupils, the researchers conducted a survey. Frequency and percentage were utilized to analyze the responses of the pupils.

RESULTS
The focus respondents perceived consequential challenge why pupils get poor interest in math, which gave two results namely; they are not interested in numbers, and same respondents answered that they have poor foundations in learning math. The teachers should use group and individual activities in a form of game and cards, counters and multimedia as his/her strategies, to lessen the poor interest in learning math. In other way, parents should help pupils in understanding math lesson, and give incentives to those who got high grade in math.

DISCUSSIONS
Findings revealed that most of the pupils are not interested in numbers because of poor foundation in Math and lack of knowledge in numbers. As a result, most of them got low grades in Mathematics. Follow-up teaching at home is the most favored strategy to boost the interest in Mathematics.

KEYWORDS:

Factors That Led to Poor Reading Comprehension among Grade V Pupils at Nasugbu East Central School: A Study

Fernando Villanueva, Leoncia E. Bascuguin, & Paulina Galit, Department of Education Nasugbu East District

Abstract

INTRODUCTION
The purpose of this study is to explore factors and to suggest remedies on how to strengthen English reading comprehension of the students.

METHODS
 The researchers used the descriptive method through questionnaire to gather information about the analysis and necessary interventions in terms of the poor comprehensions among Grade 5 pupils in Nasugbu East Central School.

RESULTS
Our survey shows that 3 or 100% of the respondent's state that lack of interests is the only factor that caused the poor reading comprehension of pupils in grade 5. It also reveals that 2 of the respondents identified playing mobile games as a frequent personal activity of the pupils while 1 indicated that exposure in using social media ranked second.

DISCUSSIONS
This study will serve as a basis for evaluation in the implication of the study to other school with similar problem, and researchers should adopt the same program as a basis for the study.

KEYWORDS: comprehension, literacy, interests, evaluation, questionnaire

SUBMISSION ID: R04A-BATANP-1929

**Factors that Led to Poor Study Habits among Grade Four Pupils in
Kaylaway Elementary School: Basis for Plan of Action**

Sharmaine Anglo, Batangas Researchers Association For Value-Driven E

Abstract

INTRODUCTION
In this study, we seek the factors that led to poor study habits among grade four pupils.

METHODS
The teachers were used as respondents of the interview and in answering the questionnaire in absence of the parents. Peer validation was undertaken to ensure that the indicators in the questionnaire were formulated without bias.

RESULTS
The assessment done in the academic performance among Grade Four pupils in Kaylaway Elementary School during the 1st Quarter show that 77.78% of the respondents got an average of 71-80%. In nature of relationship between parents and pupils study habits, most parents do not consider time for the school work of their children. The most common factor that led to the poor study habits of Grade Four pupils is the influence of peer groups, 77.78%.

DISCUSSIONS
The results demonstrate that good study habits can help them study well and improve their academic performance.

KEYWORDS: factors, led, poor, study, habits

SUBMISSION ID: R04A-BATANP-0596

Factors That Led to Poor Study Habits of Grade Six Pupils in Kaylaway Elementary School: Basis for Plan of Action

Jenniffer Bituin, Department of Education - Nasugbu East, Kaylaway Elementary School

Abstract

INTRODUCTION
This study is focused on the problems of poor study habits and its consequences on the academic performance of pupils in Kaylaway Elementary School.

METHODS
The descriptive survey estimated the extent to which different variables were connected to each other.

RESULTS
The study reveals that the most common factor that led to the poor study habits of Grade Six pupils is the influence of peer groups with 77.78% followed by using gadgets (cellphone) in the classroom with 22.22%. It also shows that the motivation in the part of the teachers has not to do with the factors that led to the poor study habit of pupils. The effects of poor study habits in the academic performance of Grade Six pupils with 7 or 77.78% low academic performance, 2 or 22.22% results to bullying. It also shows that poor study habits have nothing to do with the dropout rates.

DISCUSSIONS
The result demonstrates that pupils with poor study habits do not perform well in school. Parents' time for school work of their children is a factor in developing the study habits of the learner. The group peers can also influence or motivate the learners in developing their study habits.

KEYWORDS: study habits, academic performance

SUBMISSION ID: R04A-BATANP-0587

Faculty Evaluation: Teacher's Perception as to its Effect in Teaching Performance

Miraflor Llanes, Rosario National High School

Abstract

INTRODUCTION
The researcher intends to know if the teachers being evaluated perceive that faculty evaluation has an effect on their profession.

METHODS
The research was conducted in Rosario National High School. The respondents will be school teachers with the total target sample size as fifty teachers. An assessment tool was taken on the website https://www.rbkc.gove.uk and modified by the researcher.

RESULTS
The teachers who participated in the study perceive the faculty evaluation to have a great effect in terms of helping them become a better teacher; the improvement in teachers' performance can benefit the school and faculty and may revitalize faculty interest in teaching and pedagogy.

DISCUSSIONS
Pertaining to the specific objectives, we can say that faculty evaluation definitely has an impact in helping teachers to be better. However, this would still depend on the perception as to whether or not they will use the feedback given in the evaluation. The results of this study also show that the demographic data's relationship with perception would also depend on age, gender and years of teaching experience.

KEYWORDS: Faculty evaluation, Perception, Teaching Performance

Familial and Environmental Factors of Absenteeism among Concepcion National High School Students

Chaney Faye M. Joseph

Abstract

INTRODUCTION

The study is entitled Familial and Environmental Factors of Absenteeism among CNHS students. It aims to answer the following questions: 1) What is the personal profile of the respondents in terms of age, gender and year level? 2) What are the common causes of absences by the students in terms of self-inquiry and family problem? 3) What development program can be designed based on the results of the study? It was conducted at Concepcion National High School during the S.Y. 2018-2019 among 30 respondents who were in randomly surveyed during the conduct of the study.

METHODS

It delved on the factors of student absenteeism. The research was conducted at Concepcion National High School, located in Purok Aguinaldo Barangay Concepcion, Koronadal City. The questionnaire is divided into two parts. The first part asked the respondents' profile. The second part delved on the questions pertaining to absenteeism.

RESULTS

67% of the respondents who are always absent is from Barangay Concepcion, 21 out of 30 respondents are male, 9 out of 30 respondents are absent because of illness, 11 out of 30 respondents suffer from financial problem, 5% of the respondents' guardian does not allow their child to go to school, then 9% of the respondents are influenced by peers to skip their class. Majority of the respondents' sleeping time is 9:00 pm which constitute (33%), then 43% of them are absent because of waking up late.

DISCUSSIONS

The study revealed that most of the absentee respondents are from barangay Concepcion and most of them are male. It has been proven that some of the respondents are absent because of illness, and financial problem. Also, it has been found that some of the guardians do not allow their child to go to school, some are influenced by their classmates or friends to skip their class, and some are not interested to go to school anymore.

KEYWORDS: absenteeism, cause of absences, senior high school absenteeism

SUBMISSION ID: R012-KORONA-0002

Familiarization of Chemical Symbols through Jingle Making Activity in Grade Seven Science

Ryan Villahermosa, Batangas National High School

Abstract

INTRODUCTION
Education is one of the most important aspects in the growth and development of every individual. It helps in shaping productive citizens who are God-fearing, responsible and globally competitive. ITeachers in particular play a vital part since they are considered as facilitators of learning. Therefore, it is necessary to give emphasis on best strategies to be used by the teachers.

METHODS
Quantitative experimental research design was employed, specifically, pretest and post-test design using one group with thirty-five (35) students. The instrument used was composed of 25 items on elements randomly selected from the periodic table. In testing the null hypothesis, t-test was used.

RESULTS
The performance of grade seven (7) students in familiarizing the chemical symbols was low based on the results of pretest. The null hypothesis was rejected leading to the conclusion that there was significant difference between the pretest and post-test scores.

DISCUSSIONS
In general, jingle making activity was effective in improving students' performance in chemistry. The study recommended that teachers to develop modules about jingle compositions that includes common elements and their symbols, Grade seven (7) teachers to incorporate the concepts and skills in creating jingle in chemistry subject, and lastly, the students to be encouraged to compose several sets of jingles in order to familiarize the elements.

KEYWORDS: Chemical symbols, jingle, multiple intelligences, chemistry, intervention

SUBMISSION ID: R04A-BATANC-0166

Family and High School Experience and their Influence on the Career Choice of Grade 10 Students

Marie Genara Elaine Necessito, QNHS Division Of Quezon

Abstract

INTRODUCTION
This study explores the association between the educational plan of Grade 10 students with focus on the business and non-business tracks as dependent variable and the family and school experience as predictor variables.

METHODS
Conducting a cluster sample, two sections of each categorized class sections of high, middle and lower sections responded to the questions. Advisers' records of the students' general point average and NCAE results were gathered to analyze and compare the result on socioeconomic status of the students' family. The questionnaires were ranked on a five-point scale to determine the predictive analytics of socioeconomic variables and its implication to the Senior High School Program.

RESULTS
The study found out that gender and academic achievement are the only two significant factors contributing to predicting the NCAE result. Using multivariate analysis specifically logistic regression done derived the stochastic model estimating the probability of NCAE result and predicts the career choice of track in Senior High School.

DISCUSSIONS
The result recommended that private high schools, private and public universities and colleges, and technical-vocational schools develop motivational strategies and procedures in the Grade 10 level that would emphasize gender and general average as contributory factor in the probability of NCAE result. Moreover, educational institutions should develop adequate fiscal resources available for students' consumption in offering the STEM track, which the study revealed as the first choice of the majority based on the NCAE results.

KEYWORDS: academic achievement, career choice, family experience, NCAE, parental involvement, school experience, Senior High School, socioeconomic status

Family Beliefs and Perceived Parental Involvement as Correlates to Academic Achievement among Selected Intermediate Pupils: Basis for an Action Plan

Cristel Ann Suyo

Abstract

INTRODUCTION
It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in the academic achievement of their children.

METHODS
The focus of this descriptive research is on the careful mapping of circumstance, situation or set of events to describe what is happening and answers the significant differences and relationships that exist or do not exist.

RESULTS
The respondents believe to a great extent that it's a parent's duty to manage their own stress so they don't lose control with their child. Based on the over-all mean value of 2.71, the respondents agree that their parents are perceived to be involved to a moderate extent in their education. Statistical test showed that there is no significant between family beliefs and perceived effect of parental involvement to the academic performance of the respondents

DISCUSSIONS
This study was undertaken to explore family views and perceived parental involvement as correlate to the academic achievement of the intermediate students in public schools in Talisay District.

KEYWORDS: FAMILY BELIEFS

SUBMISSION ID: R04A-BATANP-1711

**Family Influence and Reading Ability of Grade Three Pupils of Buhay
na Tubig Elementary School**

Gracel L. Estareja, Jennifer D. Chico, Jonel G. Hitosis, Patrocinio G. Bunagan
Jr., & Selene D. Delos Reyes, Department of Education - Imus City

Abstract

INTRODUCTION
The researchers felt that the school have a big problem with non-readers. To study where the problem rests so as to help these non-readers effectively they have come up with this research.

METHODS
Using the Sloven's formula, one hundred eighty-two (182) participants were identified as respondents. They were randomly selected among the three hundred thirty-six (336) grade three pupils of Buhay na Tubig Elementary School. Standard deviation, percentage and weighed mean were used to analyze the data gathered.

RESULTS
Fifty -one percent were 8 years old, sixty- five percent have fathers who work for a living and twenty-seven percent have both parents working. Thirty- eight percent have five to six members in their homes and sixty-nine percent have books too. For Reading Self-Efficacy Questionnaire, the weighted mean is 3.21 and SD of .59 and fifty-eight percent describes their reading level as a little like me and thirty-nine percent answers a little different from me. For the questionnaire that best describes how their parents assist them in learning, with a SD of 4.77 and weighted mean of 29.53 and fifty-eight percent said they were taught one a week.

DISCUSSIONS
The results showed similarities to other key findings of different researches conducted during the last 30 years: (1) families and parents are critical to children's attainment, (2) home influence is crucial in establishing the foundation of children's attitude and behavior and 3) early intervention is vital to establish child's motivation towards education and learning.

KEYWORDS: Family Influence, Reading Ability

Family Problem as a Factor That Led to the Poor Classroom Performance of Elementary Pupils in Mataas Na Pulo Elementary School S.Y. 2017-2018

Judith Esteron, Kristene Joy Rafon, & Marites Paciona, Department of Education - Batangas

Abstract

INTRODUCTION

Education in Mataas na Pulo Elementary School envisions to inspire every learner to make a difference and to prepare and motivate pupils for a rapid changing world. But this ideal vision is somewhat impeded by the common problems lurking in the learning environment. The researchers are bound to find out the factor which is responsible for pupils' poor classroom performance. The results to be obtained will be useful to frame interventions and programs to confront this particular issue.

METHODS

The researchers used the survey-questionnaire approach as a systematic way of gathering information. This one aims to find answers about the family problem that contribute to the poor classroom performance of elementary pupils in Mataas na Pulo Elementary School, School Year 2017-2018. Ten (10) teachers were selected to answer the survey-questionnaire.

RESULTS

The results of this study showed that lack of parent's guidance is the main cause that led to the poor performance of the pupils.

DISCUSSIONS

Primarily, parents are aware of the family problems identified, but still they ignored such problems. But still, teachers are ready to provide appropriate support to continuously give quality education.

KEYWORDS: Family problem, misbehavior, counselling, motivation, parent's guidance

Family Relationship and Social Competence among Intermediate Pupils of Kawas Central Elementary School

Jermyn Manlangit

Abstract

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KEYWORDS: FAMILY RELATIONSHIP, SOCIAL COMPETENCE AND INTERMEDIATE PUPILS

Fantasy Literature for Expanding Junior High School Reading Interest

Leslie Canicosa, Lorna Capa, & Maria Cristina Comia

Abstract

INTRODUCTION
The level of becoming a mature reader is not being obtained. Students need read frequently to keep their minds stimulated. Our society is based on the ability to read and write. Without these basic skills, no one will fit comfortably into today's society. Students need to learn these pivotal skills.

METHODS
The researchers made a thorough evaluation and analysis of the fantasy novel, Miss Peregrine's Home for Peculiar Children.

RESULTS
Reading is an important skill in the society and fantasy novels offer an alternative to other boring or uninteresting literature forms.

DISCUSSIONS
Readers need to look deeper on the utilization of five main elements such as the plot, characters, conflict, setting and theme. Fantasy novels must be included in teaching literature to discern possible solutions to life's adversities in a magical way. Schools need to implement reading promotion programs that will make reading an experience that is actively sought out by students.

KEYWORDS: fantasy literature, reading interest

Fear Developed in Selected Secondary Students Towards the Teaching Style of Teachers in the Municipality of Alfonso

Jamaica Carcabuso, Kim Nicole Sarabia, Ma. Alyana Acuña, & Samboy Faller

Abstract

INTRODUCTION
The study was conducted to know the fear developed by the selected secondary students towards the teaching style of teachers in the municipality of Alfonso.

METHODS
The study used survey questionnaire in order to determine the reliability and validity of the instrument. Frequency counts and percentage were used in the study as a tool. Cluster random sampling was used in choosing 36 respondents from Biblica La Dele academy, 42 respondents from Victorious Christian Montessori College, 47 respondents from Nazareth Institute of Alfonso and 95 respondents from Lucsuhin National High School-secondary high school students in the municipality of Alfonso. The researchers distributed two hundred twenty (220) survey questionnaires to the randomly selected secondary students from different schools in the municipality of Alfonso as they conducted a survey.

RESULTS
The results of this study help to build confidence of the students in every teaching style that they are experiencing. The fear itself is a positive thing with the effect of teacher's teaching style. Through fear, students did their best to cope with the lessons.

DISCUSSIONS
The results demonstrate that the students can learn in different teaching styles.

KEYWORDS: FEAR, TEACHING STYLE,

SUBMISSION ID: R04A-CAVITP-1561

Feasibility of Bandera Espanola (Cana Indica) Stem in Making Paper

Rachel Jimenez & Sabrina Andi Lansangan

(Adviser: Marry Ann Macaranas)

Abstract

INTRODUCTION

Since papers are made from trees, researchers have been searching for other materials that can replace plastic so that it won't affect our environment. One of it is the Bandera Espanola (Cana indica).

METHODS

The Bandera Espanola (Cana indica) was gathered and cut into very small pieces. Each set up contain 150 grams of Bandera Espanola (Cana indica) stem with 600 mL of water and 20 ml of NaOH. The first set up has no starch and this serves as the control group or paper A; for treatment 1, 10 grams of starch is added - paper B; and for treatment 2, 20 grams of starch is added - paper C. The three set ups were cooked for 1.5 hours. It was washed in running water and was beat using an egg beater. The mixture was wrapped in white cloth and flattened using silk screen and stirring rod. It was dried overnight and we used hair dryer to dry it further. To test the hypotheses, the two-way analysis of variance ANOVA is used, and the computed value of F for each group is compared using F test.

RESULTS

There is a slight significant difference in terms of strength, texture and water absorbance between paper A, paper B, and paper C.

DISCUSSIONS

Bandera Espanola (Cana indica) is feasible in making paper in terms of strength and durability but not in making a writable paper. There is a need to improve its texture.

KEYWORDS: paper, Bandera Espanola (Cana indica)

SUBMISSION ID: R04A-CALAMB-0024

Feasibility Study on Expansion of Sinalhan Senior High School into an Integrated High School

Ma Cristina Pegollo, Department of Education

Abstract

INTRODUCTION
In the conduct of this study, we have learned about the attributes affecting access to education and how expansion of the existing barangay school can contribute to the solution.

METHODS
Data on students who are Sinalhan residents were requested from two (2) neighboring public secondary schools. Data on population of graduating students of Sinalhan Elementary School (SES) was requested from the school. Community profile was also gathered through the Community-Based Monitoring System (CBMS) Census through the Office of the Barangay Captain.

RESULTS
SES produces at least 250 graduates annually. About 75-80% of these enroll in the public national high school located in the neighboring barangay. And an estimate of 15-20% of these graduates preferred the annex school located in the heart of the city town proper. These two schools have a distance of about one to two kilometers from barangay Sinalhan resulting to additional transportation cost for the students. Commuting to the adjacent barangay entail most students to take two tricycle rides. Moreover, due to the annex school's limited capacity it has since implemented zoning in accepting enrollees and consequently limited the entry of students coming from Sinalhan. CBMS also revealed that there are 328 barangay members aged 12 to 15 years old who are not attending high school.

DISCUSSIONS
The results validate the need for the expansion of Sinalhan Senior High School into an integrated high school offering grades 7 to 12. This will increase educational opportunities for the youth of the barangay and contribute to the decongestion of the annex school. Moreover, it will assist in achieving the national standard of 45:1 student-classroom ratio which is a contributing factor in the delivery of quality education.

KEYWORDS: Integrated high school feasibility study

Feeding Program: as Indicator in School Attendance of Grade 7- 8 at Magdalena Integrated National High School Year 2018-2019

Leila Dorado & Mayumi Zarate, Department of Education

Abstract

INTRODUCTION
The primary objective of the study is to lessen the wasted and severely wasted, as well the absenteeism of the students.

METHODS
The beneficiary of the program is absentee, and under wasted and severely wasted Grade 7 to Grade 8 students. The advisers monitor the class attendance of students covered by the program. The Nutritional Status coordinator will monitor the attendance and nutritional status of the beneficiary.

RESULTS
The findings of the study stated that the Feeding Program has a relation on their nutritional status as well as their absenteeism. The Nutritional status decreased the percentage of those students who were wasted and severely wasted after the Feeding program. Absenteeism decreased after the said program.

DISCUSSIONS
Before the Feeding Program, the wasted incidence was at 59.77 %. After the program, this decreased to 24% percent. The nutritional status has 41.24% and the absenteeism marked 4.17% clearly stated that the feeding program is effective in terms of school attendance specifically in Grade 7-8 students.

KEYWORDS: Feeding Program, absenteeism, school attendance, wasted and severely wasted

SUBMISSION ID: R04A-LAGUNA-0253

Field Trip Technique Used in Essay Writing

Levine Chavez, Banaba West Integrated School

Abstract

INTRODUCTION

Making innovation in school system is a good sign of educational development. If research shows that field trips are an essential ingredient of the program, then it becomes necessary to identify resource areas available to the school, to train teachers in the use of these areas, to construct appropriate teaching units and to provide adequate time and equipment for these field exercises.

METHODS

The researcher made use of descriptive method applying documentary analysis. A constructed essay type of test for such purpose was the main data-gathering instrument to apply field trip technique in teaching essay writing and to determine the writing skills development of students through Field trip technique.

RESULTS

Field trip technique could be applied in teaching descriptive, narrative and persuasive essay. Majority of the students had average performance in each lesson applying field trip technique.

DISCUSSIONS

Choose a more appropriate strategy or technique in teaching Essay writing like Field trip technique for the students to learn real-world experience. English teachers should be more authentic in applying different strategies and materials in discussing different topic in the subject.

KEYWORDS: Field Trip, Field Trip Technique, Essay Writing

Field Trip Technique Used in Essay Writing

Sherry Guillermo, Banaba West Integrated School

Abstract

INTRODUCTION
Puzzles are a unique activity that will allow students to achieve a state of creative meditation and a sense of accomplishment. It can be said firmly that puzzles can be of great help to students to discover new things, contains many aspects that are interesting and fun, involving social and life skills through practical work.

METHODS
The researchers made use of the descriptive method applying documentary analysis. Constructed types of puzzle for such purpose were the main data-gathering instrument to apply puzzles in teaching Earth Science. There were 40 G10 learners who became the respondents of the study. One section of the Grade10 students taking Science subject was given a constructed type of puzzles in learning plate Tectonics, Continental Drift Theory and Earth's Interior.

RESULTS
Puzzles can be applied in teaching lessons like plate tectonics, continental drift theory and studying earth's interior. Majority of the students had very high performance in each lesson. This may be due to the quality of instructional materials used which were appealing to their senses, motivating them to concentrate more in the activity.

DISCUSSIONS
More appropriate strategies or techniques in teaching Earth Science like the use of puzzles for students to learn by practical approaches and hands-on activities may be given. Science teachers should be more authentic in applying different strategies and materials in discussing different topics in the subject.

FILS (Falling in Love in Science)

Maritess Endozo, Department of Education

Abstract

INTRODUCTION
Based on the National Achievement Test (NAT) results in Science Grade Six for the last three (3) years SY (2013-2015) namely 58.88%, 49.66% and 60.48% from 2013 - 2015 respectively, the performance of the learners on the said area is fluctuating. Among the academic subjects, Science is ranked lowest at 56.34% MPS and is still below the national standard level.

METHODS
5E's approach was used on 48 out of 190 grade six pupils, coupled with the Duo observation by the School Head and Master Teacher. The approach aimed to increase the identified learners' performance by 3% from 47% to 50% in the third grading for the school year 2016-2017.

RESULTS
Based on the thorough implementation of the program using the 5E's approach and with the cooperation of the process owner and the customers, the result of the third periodic test shows an increase of 8.66% which is higher than the 3% expected target.

DISCUSSIONS
The CIP Project FILS shows an increase of 8.66% in the third periodic test and is recommended to be rolled out to another grade level in order to strongly establish its effectiveness in improving pupils' performance.

KEYWORDS: Duo observation, elaborate, engage, explain, explore, evaluate, process

SUBMISSION ID: R04A-CALAMB-0241

Financial Literacy and Saving Decision of Abm Students: An Integration in Business Mathematics

Cel Andrea Bodota, Master Teacher 1

Abstract

INTRODUCTION

The primary purpose of this research was to develop an integration of financial literacy and saving decision in teaching Business Mathematics in Senior High School.

METHODS

The respondents of the study were 101 Accountancy and Business Management (ABM) Students from Luis Y. Ferrer Jr. Senior High School, S.Y. 2016-2017. The study used a validated questionnaire.

RESULTS

The study found that the ABM students are literate in their Financial Literacy while slightly motivated in their saving decision. There was a low negative correlation of -0.144 and a low positive correlation of 0.088 of the respondents' household members to their financial literacy and saving decision. It was concluded that as the members of the family gets smaller, the more financial literate the respondents become and the more they are motivated in their saving decision.

DISCUSSIONS

The output of the research was to integrate financial skills in the lessons to be discussed in Business Mathematics.

KEYWORDS: Financial Literacy, Saving Decision, Accountancy, Business and Management (ABM), Senior High School Students

SUBMISSION ID: R04A-GENTRI-0001

Financial Management Considerations of the Teachers in Baybayin National High School

Danica Carrido & Marcelino Jose Laroza, Baybayin National High School
(Grade 7-12)
(Adviser: Vanessa Ilao)

Abstract

INTRODUCTION

Bangko Sentral ng Pilipinas (BSP) has launched a nationwide financial literacy program for public school teachers together with the Department of Education (Department of Education) and Banco de Oro (BDO) due to the high levels of personal debt incurred by many of the public-school teachers. This spreading issue on teacher's money management triggered the researcher to study about the financial management of the teachers in Baybayin National High School.

METHODS

The researchers used the descriptive correlational method of research with a questionnaire as data gathering instrument. The statistical tools employed to interpret the data were frequency, percentage, and weighted mean. The respondents of the study were the 23 teaching personnel of Baybayin Senior High School.

RESULTS

Based on the results most of the respondents is at age ranging 20-30, female, teacher II and have monthly individual income ranging from 20,000 to 24,999. The results implied that needs are considered by the respondents with a composite mean of 2.70 while wants and demand is quite considered by the respondents with a composite mean of 1.91 and 1.67 respectively. The results implied that there is no significant relationship between the financial management considerations to the respondent's profile.

DISCUSSIONS

It was found that though teachers mainly focus on buying their needs in managing their finances most of them do not invest for their future retirement and health. This implies that there is a need to educate the teachers with regards to financial literacy and financial planning.

KEYWORDS: Consideration, Demand, Finance, Financial Management, Needs, Teachers, Wants

SUBMISSION ID: R04A-BATANP-1079

**Financial Stability: A Factor That Affects Career Choice of Grade 10
Students of ETTMNHS SY 2017-2018**

Dennielle L. Cerenio, Department of Education, ETTMNHS

Abstract

INTRODUCTION
The research aimed to find out if financial stability is a factor that can affect the career choices of incoming senior high school students of Emiliano Tria Tirona Memorial National High School Academic Year 2017-2018.

METHODS
The qualitative study was conducted among 10 Grade 10 students sampled through purposive sampling. Survey forms with Likert Scale followed by "Why's" or "How's" questions were distributed among the respondents. The questionnaire was consisted of questions regarding their financial stability, their career choice, if it is affected by their financial stability, and in what way it was affected.

RESULTS
The respondents initially wanted to take courses that are too expensive for their financial status, such as tourism and law; however, they answered that they have also prepared a second choice, which is not only less expensive than their first choice, but also requires lesser years of study, which can therefore lessen expenses of their family. Some expressed interest in taking up a technical-vocational course to be able to apply to degree-holder level jobs after senior high school graduation. The respondents indicated that besides applying for various scholarship programs, they will also start looking for part-time jobs while studying in order to help them raise money for their desired course.

DISCUSSIONS
Career choice of incoming senior high school students is definitely affected by financial stability. The respondents were willing to change their career choice when they think that their initially preferred choice is too expensive. It implies that the education system of the country is not very supportive of less financially stable students.

KEYWORDS: financial stability, students, career, career choice

SUBMISSION ID: R04A-CAVITP-1090

**First-Aid Awareness in Alitagtag Senior High School: Basis for the
Development of an Interactive Strategy**

Cathlyn R. Abion & Nhelven A. Corpuz, Alitagtag Senior High School

(Adviser: Wilhem Siscar)

Abstract

INTRODUCTION
Most students in the Philippines do not have the knowledge to apply first aid when an emergency strike. Consequently, Alitagtag Senior High School is known to be a "Disaster Risk Reduction and Management-driven" school. Thus, there is a need for its students to be knowledgeable enough to execute first aid in times of disaster or emergencies. The researcher therefore proposed to develop an interactive strategy to address this problem.

METHODS
This study is qualitative research, done through interview and focus group discussion in determining the awareness, problems, and strategies experienced by the Grade 12 students in Alitagtag Senior High School in intensifying first aid awareness.

RESULTS
Data reveals that the level of awareness of the students in terms of first aiding is critically-low based on the evaluation of the participants. The participants also stated that there is not enough facilities or evacuation areas provided by the school since the school is just starting to build its facilities. All of the participants agreed that E-games will surely be an effective and efficient way to solve the problem in first aid awareness. They stated that E-games catch the interest of students nowadays and they will also enhance their hand-eye coordination and cognitive learning skills while playing E-games.

DISCUSSIONS
The results emphasized the low level of awareness of the students regarding first aid. This implies that there is a need for innovative and also interactive approach to teach students the basic life-saving procedure.

KEYWORDS: first-aid awareness, interactive strategy

SUBMISSION ID: R04A-BATANP-0888

Five Best Practices Employed by English Teachers in San Juan East Central School in Developing the Students' Speaking Skills and their Implications Towards the Teaching - Learning Process

Maribel Espina, SJEDTPA

Abstract

INTRODUCTION
Speaking is one of the macro skills in line with reading, listening, writing and viewing that should be developed fully. Teachers employ different speaking strategies to students to help themselves expand their knowledge of the language and their confidence in using it. They should pay close attention to speaking as early as possible.

METHODS
The researcher used the survey questionnaire method distributed among the English teachers of San Juan East Central School, composed of ten questions relevant to the best practices and strategies they employ in developing the students' speaking skills.

RESULTS
The teacher respondents assured that they employed different practices and strategies in developing the students' skills in speaking. All the best practices in teaching English were developed, especially the speaking skills among the Grade IV-VI pupils in San Juan East Central School.

DISCUSSIONS
Of all the five macro skills, speaking has fallen far behind. If someone doesn't know how to apply this skill effectively, many factors will affect him that will cause him surely negative effects.

KEYWORDS: practices, strategies, techniques

SUBMISSION ID: R04A-BATANP-1730

Five Year Development Plan for San Nicolas National and Senior High School

Simeona Rechie C. Ojales, San Nicolas National High School

Abstract

INTRODUCTION

This study dealt with the assessment of the present status of San Nicolas National High School and San Nicolas Senior High School along the areas of vision-mission, philosophy and objectives. Also included were the assessments on the faculty and staff development, curriculum and instruction, instructional programs, co-curricular activities, student development and services, physical plant and facilities, organization and management, research capability, and community extension program. Having identified the strengths and weaknesses, the output of the study was a five-year development plan for the school.

METHODS

The research made use of self-made questionnaire as the main data gathering instrument. Respondents were the teachers, students, parents and alumni of the said institution. Focused group discussions and interviews also supplemented the validity of the gathered data.

RESULTS

The findings revealed that the different areas of concern being treated in the study were assessed by the four groups of respondents differently. As to the mission, vision, philosophy and objectives, the groups of alumni and teachers manifested their observations to the great extent and to a very great extent from the groups of students and parents. The faculty and staff development had been assessed to a great extent by the faculty and staff themselves. Significant differences on the assessment of the respondents as regards to the different components under study were established. The rest of the findings generally showed that presently, the school was described to be complying with the requirements a secondary school in the division of Batangas Province.

DISCUSSIONS

On the basis of the analysis made, it was recommended that teachers should continuously undergo trainings and other professional development programs especially on the areas of research and community extension services. The school facilities need to be improved to cater to the demands of the school and the community. The output of the study was a five-year development plan proposed for the continued improvement of the institution. The said development plan intends to provide structure in building an effective and performing secondary school in the entire province of Batangas in the future.

KEYWORDS: Development Plan, External Development, Internal Analysis, Strengths and weaknesses

SUBMISSION ID: R04A-BATANP-0838

Flexible 3-Day Class Schedule: Input to Habitual Absenteeism among San Juan Senior High School Students

Luisito Extra, San Juan Senior High School

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.

METHODS
This action research utilized the descriptive type of research. The research applied purposive sampling technique and utilized the experimental method of data collection through experimental research matrix. There were 30 respondents of the study. They were all recorded as habitual absentees of San Juan Senior High School S.Y. 2017-2018.

RESULTS
Established by the authentic and pertinent data and information gathered, students who were identified as habitual absentees became school attendees after given the flexible 3-day class schedule. The researcher also noticed how dynamic they became after they were given some interventions, innovations and strategies.

DISCUSSIONS
Many roads lead to learning. Different students show various talents and styles in school. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. The post assessment after the experimental period magnified their interest in coming back to school regularly, noting the fact that they were not informed about on-going studies.

KEYWORDS: CLASS SCHEDULE, HABITUAL, ABSENTEEISM

Flexible Online Course Opportunities and Challenges: Its Implication to the 21st Century Teachers' Professional Development Program

Julius Minglana

Abstract

INTRODUCTION
Schools today are facing numerous complex challenges - from working with an increasingly diverse type of learners, to meeting the rigorous academic standards as stipulated in the Philippine Professional Standards for Teachers (PPST). This study was conducted to examine what factors influence learners' success and at the same time the factors that made others unsuccessful.

METHODS
The study employed a descriptive study approach. The respondents were fifteen (15) teachers who completed the course and two (2) teachers who were not able to complete the course. Survey questionnaires and interview guide were used to gather the data needed in the study. This action research primarily used frequency and percentage statistical tools.

RESULTS
The study revealed that regardless of the respondents' teaching profile, the desire to undergo continuous learning was evident. The study also showed that respondents have varied motivations in participating in the online course. Some are for job-related improvement and others are for self-actualization. On the other hand, there are also factors identified to hinder the program completion like the bulk of readings and requirements to be made and the internet signal problem.

DISCUSSIONS
The findings of this action research would provide insights to the Division Office, in particular the Human Resource Learning and Development section in providing proper guidance for the teachers who are availing the SEAMEO INNOTECH Flexible Online Courses to ensure higher completion rate.

KEYWORDS: On-line learning

SUBMISSION ID: R012-SOUCOT-0013/ R012-TACURO-0000

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KEYWORDS: on-line learning

Flipped Classroom in the K-12 Grade 8 Mathematics: Effects on Student Achievement

Elizabeth Dizon, San Jose Community High School

Abstract

INTRODUCTION
The study aimed to determine the effects of flipped classroom strategy on student achievement in K-12 grade 8 mathematics. The main concerns of the study were to strengthen the baseline knowledge of the students in order to level up National Achievement Test results and prepare them in 2019 TIMMS. The researcher suggested a plan to initiate it with Grade Ten students to enable the school to have higher mean score in Mathematics.

METHODS
The study employed Pre-Experimental One Group Pretest-Posttest research design which determined a positive gain in the achievement level of students who underwent flipped classroom strategy. Purposive sampling was employed in selecting the student-respondent of the study which composed of 49 students in Grade 8 Rizal. They were selected because the intervention requires an internet access and strong bonding relationship which enable the whole class to view the lesson and come to class prepared for the next day's lesson.

RESULTS
Achievement level of the students was affected by the flipped classroom strategy as supported by the data presented. The data showed a pretest of 7.39 and the post-test of 17.02. It shows a mean gain in the achievement level of 9.63 and the percentage of increase is 130.31.

DISCUSSIONS
The result can be of great help in the future with the formulation of policy in making flipped teaching strategy as to be implemented in the future. The findings corroborate with other studies not only in mathematics but in other learning areas as well. The barriers in the implementation were addressed, like the unavailability of the technology to the students. The study was treated as a tool for Continuous Improvement Program (CIP) in our school. The researcher has utilized flipped classroom strategy in the proposed Project 21st CEL (21st Century Learners).

KEYWORDS: Flipped Classroom Strategy, student achievement, 21st century learners

SUBMISSION ID: R04A-CAVITP-1277

Focusing on C: Creating and Nurturing Productive Partnershipswith the Stakeholders of San Pascual Senior High School 2

John Dale Evangelio & Nemeros M. Panganiban, Department of Education

Abstract

INTRODUCTION
Corruption impedes economic development, undermines stability and erodes trust in public institutions. This results to lack or poor quality of essential public infrastructure and services. These situations make the public demand higher standards for transparent, ethical and accountable (TEA) governance. In this study, the important role of school's stakeholder is recognized in TEA governance. This is shown in the C of SCOUTERS ROCK which stands for "creating and nurturing productive partnerships with all stakeholders in implementing various educational programs, projects and activities".

METHODS
Using purposive sampling, the researchers conducted a survey to the school's stakeholders. Ten students, teachers, parents, LGUs and NGUs are selected to answer the research-made questionnaires.

RESULTS
The selected survey participants in the study sites an overall moderately observed status of C in the Scouters Rock Agenda of TEA governance at San Pascual Senior High School 2. Among the descriptors, the most frequently observed challenges are lack of funds and resources for partnership activity, difficulty in identification and prioritization due to absence of assets and needs assessment and presence of impossibility of engagement with certain stakeholders due to conflicting schedules and activities.

DISCUSSIONS
The results demonstrate the need to strengthen relationship of the school and the stakeholders for a more effective TEA governance. This action research serves as basis for formulating the action plan that will serve as guide in creating and nurturing productive partnership. Moreover, implementation of this action research on school-stakeholder partnership will strengthen professional work and social development; give an access to a range of supports and opportunities that enhance student learning; and build up diligence and conviction among education leaders in providing effective public service.

KEYWORDS: governance, stakeholders, SCOUTERS ROCK, TEA Governance

Focusing on R: Recognize and Scale Up Research- Enabled Best Practices of Exemplary Performance to Sustain a Culture of Excellence in San Pascual Senior High School 2

Alfredo Z. Sevilla, Department Of Education

Abstract

INTRODUCTION

Since the goal of K-12 program is to mold competent students and prepares a better opportunity for students, Department of Education released the so-called TEA Governance monitoring tool for schools and school divisions to respond to the imperative educational transformation of public service that is free from graft and corruption. The enclosed summary of things to do for TEA Governance is captured in the acronym "SCOUTERS ROCK". This study aimed to assess the status of R (Recognize and scale up research-enabled best practices of exemplary performance to sustain a culture of excellence) in the SCOUTERS ROCK AGENDA and the challenges met by students and teachers in the implementation of the program at San Pascual Senior High School 2 with the end view of producing an action plan that will strengthen R in the SCOUTERS ROCK agenda.

METHODS

Convergence of parallel mixed method design was used in the study. The researcher used researcher-made questionnaire and a face-to-face interview with the subjects. Forty students and ten teachers responded to a set of structured questions and semi-structured questions.

RESULTS

In the status of R in the SCOUTERS ROCK Agenda at San Pascual Senior High School 2, the school implements research writing across different learning areas emerged as the to a "great extent" practice; however, the school holds a local research compendium emerged as the "least extent" practice. Absence of functional library as reference for literature review and lack of internet connection in school as replacement in the absence of library turned out to be the strongly agreed challenges met in the implementation of R in the SCOUTERS ROCK agenda on the other hand lack of encouragement from teachers to write a research and lack of materials and printing support from the school are the most disagreed challenges encountered.

DISCUSSIONS

Based on the results of the study, the researcher produces an action plan in order to uplift more the implementation of R in San Pascual Senior High School 2.

Focusing on the Struggling Readers among Grade Four Pupils of Luyahan Elementary School

Severa Eleponga, Department Of Education

Abstract

INTRODUCTION

Good readers are phonemically aware since they understand the alphabetic principle, thereafter apply the skills in a rapid and fluent manner while possessing strong vocabularies and syntactical and grammatical skills. On the other hand, difficulties in any of these areas can impede reading development. The children who are most at risk for reading failure enter kindergarten and the elementary grades without these early experiences.

METHODS

Ten (10) Grade Four pupils who belonged to struggling ones were the subjects of this study. The oral reading test results revealed the names of the participants of this study. This study used the qualitative approach with unstructured interview and researcher's observation as tools for data collection. The struggling readers were chosen from the oral reading results. An analysis of the factors that affected the reading competencies of struggling readers was also done. Narration and analysis of data gathered qualitatively were done objectively by the researcher.

RESULTS

The level of reading competence of struggling readers among Grade Four pupils of Luyahan Elementary School has been observable as well as the Factors that Affect the Reading Competencies of Struggling Readers. The Proposed Reading Intervention Material has been very helpful especially to those struggling pupils.

DISCUSSIONS

Based on the interview parent participation in the education of their children needed to be reinforced since it has been a factor in the motivation of their children. Very interesting reading materials are what they need and the understanding and concern from their teachers. A Reading Intervention material was proposed by the researcher.

KEYWORDS: phonemically, grammatically, alphabetic principle, competent, awareness

Formative Assessment on the Use of Pedagogical Approaches in Teaching Mathematics

Maricris Buquid

Abstract

INTRODUCTION
This study aimed to find the extent of K-12 pedagogical approaches applied in students learning by Mathematics teachers in junior public secondary schools in the division of Batangas City. The pedagogical approaches included cooperative learning, discovery learning, guided discovery, and problem-based learning. It also looked into the profile of the respondents which were age, sex, educational attainment, civil status, years of teaching experience, and seminars and training workshops attended/participated. This was used to examine significant relationships in the extent that said pedagogical approaches were applied when respondents were grouped according to profile variables.

METHODS
The researcher used a survey questionnaire as the main data gathering instrument. Data were analyzed using frequency counts, weighted means and chi-square.

RESULTS
Based on the findings of the study, it was concluded that most of the Mathematics teacher of junior secondary public schools in the Division of Batangas City respondents are female, 31-40 years old, married, with Masters units teaching for one to ten years and have attended seminars in the division level. Pedagogical approaches in terms of cooperative learning, discovery learning, guided discovery and problem- based learning are always used by Mathematics teachers. Educational attainment and seminars attended have significant relationship with the use of cooperative learning as a pedagogical approach

DISCUSSIONS
It was recommended that the proposed activities may be validated and evaluated for the possibility of its execution to address the constraints encountered by Mathematics teachers. Future researchers also need to expand the scope of the study in order to have more reliable result.

KEYWORDS: Pedagogical approach, assessment

SUBMISSION ID: R04A-BATANC-0124

Forms and Functions of Hedges in Student-Written Editorial Articles

Gretzel Lindog, Department of Education - Batangas

Abstract

INTRODUCTION

In recent years, there have been wide interest in investigating hedging devices in journalistic articles. Because hedges were found to be essential medium in communication in this genre, researchers have focused on different sections of the newspaper to gather information about the predominant use of these devices in establishing claims and statements. Content became the interest of most researchers in order to give merit in its linguistic and rhetorical features and to stretch attention on meta-discourse forms and functions.

METHODS

This study examines the forms and functions of hedges through descriptive qualitative-quantitative approach. This approach provides effective frequency distribution of forms and functions of hedging devices to be able to draw implications in the student-written articles. Specifically, this study is based on a set of English data composed of 15 student-written editorial articles, both the main editorial articles and opinion columns.

RESULTS

Results revealed that modal auxiliary verbs are the most frequently used hedged forms in student-written editorial articles. Also, it was shown that student-journalists mostly write editorial articles with complete responsibility of their insights and opinions based on their use of accuracy-oriented hedged functions rather than writer-oriented hedged functions.

DISCUSSIONS

It is fairly indicated in the present study that the fifteen chosen articles had varied distribution of the forms and functions of hedges.

KEYWORDS: hedging words, forms, functions, student-written editorials

SUBMISSION ID: R04A-BATANP-0348Education

Forms and Motives of Aggression in Relation to the Extent of Bullying among College Freshmen of Occidental Mindoro State College

Kimberly Jocelle Dizon & Norilyn Fruelda

Abstract

INTRODUCTION

Often dismissed as an adolescent "rite of passage," research clearly indicates bullying is a learned behavior and is detrimental to the academic, physical, social and emotional development of all involved - bullies, targets and the bystanders who witness it. It is a complex social issue requiring determination, leadership and courage to address. Although it is a difficult challenge, it cannot be ignored.

METHODS

This study investigates the forms and motives of aggression in relation to the extent of bullying among the college freshmen, content analysis method as well because of using printed words in gathering more data. Questionnaire will be used as the primary source of data gathering in knowing the profile of the respondents. The respondents are the forty (40) college freshmen under General Education Department of Occidental Mindoro State College (OMSC) Labangan Campus in Academic Year 2013-2014, who were chosen by stratified random sampling.

RESULTS

The results and findings of the data gathered including its analysis and interpretation on the following: Level of aggression of the respondents in terms of Proactive and Reactive Aggressiveness. In proactive it implies that the respondents are often bully at school in terms of teasing, calling names and isolating and they are very often bully in terms of hitting, kicking or pushing others. While reactive, it could be seen from the data that respondents are bully as a reaction to a certain situation. This implied that they are human that reacts to a stimulus that sometimes causes them to hurt others. And the results and findings of the data gathered Level of aggression of the respondents in terms of power-related and affiliation-related aggressiveness. The findings in power-related aggressiveness implied that they become aggressive for them to be powerful over others while affiliation-related aggressiveness the findings implied that they become aggressive to be together with others.

DISCUSSIONS

In general, College freshmen of Occidental Mindoro State College are bully in school. It could be seen from the table that there is a significant relationship between intrinsic motivation and academic performance of college freshmen students.

KEYWORDS: BULLYING

SUBMISSION ID: R04A-STAROS-0057

Formulation of Action Plan Thru Classroom Assessment Practices and Principles of Measurement and Evaluation in Improving Quality Education

Glenda Taiza & Bolbok Integrated National High School

Abstract

INTRODUCTION
Test construction in the academe is a highly technical process governed by the principles of assessment, measurement and evaluation of students' learning outcomes. It is in this connection that the researcher is prompted to conduct a study on classroom assessment practices of public secondary school teachers specifically in the Mathematics subject.

METHODS
Descriptive method of research was used and the respondents of this study include 53 teachers of Mathematics in public secondary schools in the Division of Lipa City. A researcher-made questionnaire is the main data gathering instrument.

RESULTS
The most frequently utilized type of assessment is that of formative, while the most notable purpose of assessment is for decision making. The teachers follow closely the steps and processes in constructing teacher-made tests, specifically in terms of content, organization and writing of test items. They follow the principles of measurement and evaluation in test construction, specifically in constructing multiple choice type of test, completion type and matching type. Good classroom assessment practices tend to improve the students' test and academic performances. The extent by which the teachers follow the principles of measurement and evaluation relates significantly with the improvement on the students' test and academic performances.

DISCUSSIONS
The teachers must select the classroom assessment method to be used for a particular lesson and type of learners and use varied teacher-made test objectively. The school administrators and supervisors should conduct school-based seminar-workshops more often to improve the teachers' skills and competencies in the use of different teaching methods to varied classroom situations and in improving skills in test construction.

KEYWORDS: assessment, principles, evaluation, measurement, quality, construction, performance, formative, preparation, outcome

SUBMISSION ID: R04A-LIPAC1-0109

Formulation of Supplementary Materials for Teaching Grammar in Filipino 10 Utilizing Lucenahin Literature

Belinda Aviles, Department Of Education, Quezon National High School

Abstract

INTRODUCTION
In response to republic Act 10533 which deals on localization of instructional materials based on concept of curriculum and global standard, this research undertaking focused on conceptualization and localization.

METHODS
Descriptive-analysis was utilized in analyzing the collected Lucenahin literature in designing the supplementary material. After the said local supplementary material was validated by the two (2) Filipino Supervisor of the Division of Lucena and Quezon and three (3) master teachers in Filipino, descriptive-evaluative was utilized to identify the level of acceptance of the teachers teaching Filipino 10. Twelve (12) Grade 10 Filipino teachers from the Division of Lucena and eight (8) Grade 10 Filipino teachers from Quezon National High School were the respondents of the said study because they have the sufficient knowledge and skills in this learning course.

RESULTS
The researcher was able to collect 22 Lucenahin literature that can be utilized in teaching grammar in Filipino 10. Likewise, the researcher was able to devise "Local Supplementary Material for Grammar in Filipino 10." Further, the study obtained very high level of acceptance from the respondents of the questionnaire on supplementary material based on content, authenticity, comprehensibility, relevance, significance and impact of the said material

DISCUSSIONS
In the study entitled "Indigenized and Localized Supplementary Material in Teaching Grammar in Grade 7," Subeldia (2015) proved that Lucena City has abundant literature such as legends, history, short fiction, poetry, short story, feature article, biography and dramatization. The researcher has been successful also in achieving its goal to design a supplementary material in teaching grammar as response to educational program of localization and contextualization to enrich the culture of a particular place.

KEYWORDS: level of acceptance, localized material, localization

SUBMISSION ID: R04A-QUEZON-0291

Fostering a Culture of Research: The Case of Department of Education Cavite Province

Maribel R. Villanue, Rhonnel D. Soberano, &Riza D. Soberano, De Ocampo
Elementary School

Abstract

INTRODUCTION
This study is an attempt to describe the profile of researchers and the research themes explored by Department of Education Cavite researchers and presented during the Coalescence: First Cavite Joint Conference of Basic Education Researchers. In so doing, this study can be a basis for policy formulation to further strengthen the culture of research in the division by encouraging the conduct of studies about least investigated research themes and by motivating teachers, supervisors, and managers to conduct research and present papers in conferences in both local and international arena.

METHODS
The study made use of qualitative research approach carried out by documentary analysis and interview. Data gathered from accomplishment reports, book of abstracts, and registration records were organized, coded, categorized, and analyzed.

RESULTS
Results of the study reveal that 70 studies have solo authors, 35 have 2 authors, 73 has 3 authors, 18 has 4 authors, 5 has five authors, one study has six authors, another one has 9 authors and only one has 14 authors. In terms of theme, 25 were researches on Gender and Development, eight researches on School to School Partnership and School=based Management, 21 were CIP projects and the rest fall under Saliksuri or Teaching and Learning. In terms of gender, there were 231 female researchers and 69 male researchers. In terms of affiliation, 152 researchers were from the Junior High School, 121 from the elementary, 13 from the Senior High School, and 14 from the Schools Division Office

DISCUSSIONS
Results reveal that the greatest number of researches were done by solo authors. The most studied theme is Teaching and Learning, followed by GAD, CIP, and SSP and SBM. Results also show that the greatest number of researchers are female and they came from the Junior High School, followed by those from the elementary, Senior High School and school's division office.

KEYWORDS: Research Culture, Department of Education Cavite

SUBMISSION ID: R04A-CAVITP-1682

Fostering Preschoolers Number Sense; an Early Intervention for Education and Development in the Selected Schools in Tabaco City Division

Rosalie Brigueles, Department of Education - Tabaco City

Abstract

INTRODUCTION
Numeracy, is a proficiency which is developed mainly in mathematics, but also in other subjects. Research studies have established that the critical years in a child's life are from birth six years of age. For example, if an experimenter empties liquid from a short wide container into a tall thin container, a five-year-old typically thinks the
quantity of liquid increases, whereas a ten-year-old realizes that the quantity of liquid stays the same. Successful efforts to promote fact fluency depend on ensuring a child is developmentally ready.

METHODS
The descriptive method of research was used in this study.

RESULTS
There is no significant difference between the performance level of the grade one and pupils who undergo the early numeracy intervention program. It was found out that in this activity on adding and subtracting combinations, 84.76% of the pupils were reading on this fundamental operation in mathematics, while 15.24% of the pupils are not ready.

DISCUSSIONS
This part of the study discusses the conceptual framework which explains the problem of readiness among the learners. The input illustrates the aspects of tools used by the grade teachers in assessing the readiness of the grade one pupils which includes the following domains the Gross motor, Fine motor, Receptive/Expressive language, sensory discrimination and seriation/classification, Concept formation, Numeracy Reading readiness. Construction and visual-motor integration.

KEYWORDS: proficiency, SReA, numeracy, number sense

SUBMISSION ID: R005-TABACO-0058

Fostering Responsive Education through Sustainable School-Community Partnership in Tangway Elementary School

Evangeline Leynes, Department of Education

Abstract

INTRODUCTION

Engaging all members of the school and community of Tangway Elementary School, suggests that parents, teachers, and school head must take part in fostering responsive education through a sustainable school-community partnership. Parents are given considerable freedom to express their opinions regarding education, whereas in other schools, teachers are apprehensive of parental interference, however, a change in attitude is taking place as parents and teachers learn to work together and to encourage collaboration between the school and the community.

METHODS

This study made use of descriptive method. The respondents involved in this study were 13 teachers, 65 parents, and principal of Tangway Elementary School. These groups were asked to answer questionnaires that were tabulated and used in the analysis and interpretations made.

RESULTS

Teacher openness and understanding of the surrounding community is important in order for partnerships to be successful. Schools can be more successful with community involvement and engagement than if functioning in isolation. In the later year, the school was able to acquire a hand washing facility sponsored by Yamaha Motors, Lipa City. Up to now, with the help and collaboration of other stakeholder like Lipa City Water District, the school was provided with potable drinking fountain facility through school-community partnership.

DISCUSSIONS

There are a number of initiatives being done in Tangway Elementary School in order to meet educational needs. However, despite all those efforts, teachers and other key participants are equally important in supporting the collaborative vision of the school in obtaining desired outcomes. Likewise, there is strong evidence that strong partnerships between a school and the surrounding community can lead to improved academic achievement of students as well as other positive outcomes for the family.

KEYWORDS: partnership, community, collaboration, sustainable

SUBMISSION ID: R04A-LIPAC1-0139

Fostering Servant Leadership among Public Elementary School Heads in Batangas Province

Lorna Asi, JAPMES

Abstract

INTRODUCTION

This study assessed the extent of manifestation of public elementary school heads' work attitudes along the cognitive, affective and behavioral components and how they fostered servant leadership in terms of using power effectively, understanding human beings and utilizing motivation forces. The relationships between the profile variables and school heads' work attitudes were also determined.

METHODS

The descriptive type of research was used with a researcher-made questionnaire as the main instrument in gathering data.

RESULTS

The findings signified that the school heads manifested desirable work attitudes along the cognitive, affective and behavioral components to a great extent. Further, the school heads manifested servant leadership in terms of using power effectively, understanding human beings and utilizing motivation forces to a great extent.

DISCUSSIONS

As contributory to positive leadership and development of desirable work attitudes, a proposed project was developed for greater exercise of servant leadership of school heads. It was recommended that the proposed project be presented to the school's division superintendents for review and enrichment after which it may be implemented in all public elementary schools for greater exercise of servant leadership and manifestation of desirable work attitudes.

KEYWORDS: servant leadership, work attitudes, school heads, teachers

Fostering Study Habits of the Grade V Pupils of Harip ES through #S2LHaveIt

Jocelito Magañan, Department of Education

Abstract

INTRODUCTION
Having the belief that fostering study habits will lead to increase academic performance in Science of Grade V pupils of Harip ES thus, the intervention entitled #S2LHaveIta: An Intensive Home Visitation intertwined with tutorial.

METHODS
This action research utilized the descriptive method. Data collection was based on pupils' academic performance for the first quarter, conduct of home visitation, and interviews regarding their study habits. Their academic performance rating for the second quarter will be used as basis for the analyses of results.

RESULTS
There is an increase of pupils' academic performance level through intensive home visitation with tutorial in their study habits. Thus, the intervention in fostering study habits is an essential factor for the pupils learning. Failure to monitor study habits of pupils leads to low academic performance in school.

DISCUSSIONS
A good partnership may be encouraged to the school and stakeholders to take responsibility in rearing our children or pupils to be competitive in all works.

KEYWORDS: Fostering, Study Habits, Home visitation, Tutorial

SUBMISSION ID: R013-SURSUR-0032

Foundational Number Competencies and Other Factors as Predictors of Mathematics Achievement of Grade Vi Students in the Division of Lipa City

Glemecia Malaluan, MAED

Abstract

INTRODUCTION

This study attempts to determine the achievement of intermediate pupils in fundamental Mathematics and the factors that affect their achievement. The study specifically seeks to answer the following questions: 1. What is the level of Mathematics achievement of the Grade VI students of Public and Private in Lipa City as reflected based from the teacher-made Mathematics test? 2. What is the foundational number competencies of the aforesaid students? 3. To what extent is the assessment of the respondents on the factors that greatly affect their achievement in fundamental Mathematics in terms of: individual factors, instructional factors, Classroom management?

METHODS

The researcher used the descriptive correlation method of research to determine the relationships between and among the selected variables considered in relation to the students' mathematics achievement.

RESULTS

The following results were obtained: 1. There was a high significant difference between the performance of the respondents from private school and public schools in terms of the results in teacher-made test and foundational competency test. 2. There is a significant relationship between the performance of the students in the teacher-made test and foundational competency test. 3. A significant relationship also exists between the assessment of the respondents on the factors affecting their achievement in Mathematics and the results of their performance in the teacher-made test and foundational competency test.

DISCUSSIONS

The mean as the measure of central tendency is a weak measure to describe the performance of the students. With a large standard deviation, it can be concluded that there is a big variation on the scores of the respondents. There were high scores that were able to pull up the lower scores, ending up with a very satisfactory result. Similarly, students who assessed the factors affecting their performance in Mathematics tend to have higher scores as well in the teacher-made test and foundational competency test.

Four o'clock repeated word exposure and the reading Performance of pupils in word recognition of Grade III Mango

Sherlina Vivares, Department of Education - Hinatuan South Central Elementary School

Abstract

INTRODUCTION
Participants of this study was the grade three mango, 16 pupils who belong to frustration level in word recognition during the oral reading pre - test conducted last July 2017. Word recognition is important because it helps individuals to read fluently and be able to recognize words easily. For children to become fluent and strong readers, they need to possess prints skills and within those prints' skills, they need to master word recognition in order to become a good reader.

METHODS
Purposive sampling was used in the study. The respondents were 16 frustration pupils in grade III mango of Hinatuan South Central Elementary School from July 2018. The research deals on the effect of four o'clock repeated exposure and the reading performance of pupils in word recognition.

RESULTS
The results show the performance of Grade III Mango of Hinatuan South Central Elementary School before and after the intervention. There was an increase of the pupils' performance rating after the intervention (93.75%). It is clear that the four o'clock repeated exposure and the word recognition is very effective.

DISCUSSIONS
A cohesive partnership design may be recommended to the teachers and parents that repeated exposure to a word recognition need to continue over several days because a five-day cycle is effective.

KEYWORDS: Words recognition, repeated exposure words, reading performance

**Four Pics One Word - a Remedy to Increase the Science Vocabulary of
Grade VI Pupils**

Emily Nito Cena, Palangue Central Elementary School

Abstract

INTRODUCTION
Science can be learned the easiest way if only learners have broad vocabulary. Educators need to adopt their teaching strategies as well as materials with the modern innovations. The use of Four Pics One Word can be used in remediation and enrichment activity of the underachieving learners to arouse their interests to learn science the easiest and fun way. "Four Pics One Word" is an instructional material or a remedy to increase the Science vocabulary of the Grade VI pupils of Palangue Central Elementary School.

METHODS
Purposive sampling was used. Underachieving learners were evaluated and monitored. Appropriate interventions were given to develop their scientific understanding.

RESULTS
The use of "Four Pics One Word" in teaching Science resulted in a significant improvement in the vocabulary of pupils. The implementation of Project RULES become successful based in the Post Test Result. Underachieving learners achieved 80% in IOM. With this intervention, visuals helped learners grasp concepts easily by stimulating imagination and affecting their cognitive capabilities. Learners responded to visual information faster as compared to only text materials.

DISCUSSIONS
There was a big change in comparison to their performance from without the usage of the Four Pic One Word to with the usage of the said instructional material. Visual images create strong impressions and lasting memories in learners that's why pupils easily learned the concept/lesson.

KEYWORDS: Purposive sampling, underachieving, four pics one word

Frequent Absences of Grade III Pupils in Baguilawa Elementary School:Basis for a Proposed Classroom-Based Scheme

Analie Cruzat, DARES

Abstract

INTRODUCTION
This study aims to develop a classroom based-scheme to prevent absenteeism of Grade III pupils in Baguilawa Elementary School. The subjects of the study are 52 parents of Grade III.

METHODS
A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the preventive strategies and programs in preventing absenteeism of Baguilawa Elementary School. The design of the research followed three phases namely the pre-design stage, the design stage and the post design stage. The pre-design stage includes gathering of literature about action research, preparation of research questionnaires and guide questions, treatment of gathered data as well as identifying the respondents of the study. While design stage includes drafting of research materials. Finally, the post design stage includes modification of the Classroom Based Scheme.

RESULTS
Most of the respondents indicated that health issues are the primary reasons why students are absent in classes. Personal attitude of pupils such as being late in school and teacher related factor like "my child doesn't like to be disciplined" and classroom environment follow in that order. Family problem and financial stability greatly affect the attendance of the students in school. The proposed preventive strategies and programs is a helpful tool in minimizing absenteeism among pupils.

DISCUSSIONS
Frequent absences at their very young age can greatly affect their future. Informing parents about the benefit of keeping their children in school is important. Close supervision of parents and teachers in the implementation of School-Based Scheme can increase the pupils' attendance in school.

KEYWORDS: frequent, scheme, preventive, strategy, absenteeism

SUBMISSION ID: R04A-BATANP-1577

Fun and Interactive Remediation in Mathematics

Agnes Pesimo, Department of Education

Abstract

INTRODUCTION
Mathematics is an indispensable study subject. Novaliches Elementary School found out from the previous Periodical Test Grade Three has the lowest MPS in Mathematics with an average MPS of 69.13. This became the focus in bringing the Project FIRM.

METHODS
The researcher utilized the descriptive research method in this study of the Project FIRM (Fun and Interactive Remediation in Mathematics). The researcher used The Voice of the customer that showed five among ten pupils in Grade Three got low proficiency score as shown in Second Periodical Test; specifically, in multiplication of 2-digit to 3-digit numbers by 1-digit numbers with regrouping. Some factors that contribute to the problem are lack of follow up from the parents, lack of learning motivation, and poor comprehensive power.

RESULTS
100% of Grade Three pupils have mastery in multiplying 2-3 digits by 1-digit after remediation. Innovative materials, parent orientation and interactive strategies can increase the mastery of the pupils. In addition, according to the students' answers to the open-ended questions, the game helped them understand the topic as well as some difficult mathematical concepts better.

DISCUSSIONS
One of the expected outputs of this research study is to improve the mathematical ability of the pupils. The findings are encouraging and suggest that learning activities are well-accepted and appreciated by pupils.

KEYWORDS: Fun and Interactive Remediation in Mathematics

**Functions of Principle-Centered Educational Leaders and Teachers
Holistic Development in Selected Public Elementary Schools at
Calamba West District**

Rowena Magyaya, Siranglupa ES

Abstract

INTRODUCTION

Education systems in many developing countries are being decentralized. Authority for making decisions for school improvement is devolving to the school-level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their schools. The level of responsibility principals must assume is further compounded by the pressures for improved education quality that already exist in most developing countries.

METHODS

The researcher was able to randomly select the twelve (12) respondents out of twenty-four (24) principals as the first group of respondents; and one hundred ninety (190) respondents out of 384 teachers in the whole district as the second group of respondents.

RESULTS

The results on the assessments of the respondents on principle-centered educational leaders observed terms of organizational development, Teachers' Instructional Development, Facility Development interpreted as "highly observed".

DISCUSSIONS

1. Since there is a highly observed principle-centered educational leaders among principals, it is recommended that principals should continue to evaluate their own leadership performances through a regular conduct of interview, dialogue with the subordinates to include analysis, and further study of gathered feedback and data about their leadership capabilities.
2. The principals should continue to maintain good relationships among their teachers through the observance of good channel or flow of communication.
3. The principals should line up some religious developmental activities for their teachers like recollection or retreat to include counseling and spiritual guidance.
4. The principals need to establish good rapport among subordinates, developing positive school climate and keeping their roles as good leaders at all times.
5. The enhancement program presented herein is highly recommended for implementation. Evaluation of the implementation should be kept and maintained for future use and as reference for future development.

KEYWORDS: Principle-Centered Educational Leadership, Cognitive Aspect, development

SUBMISSION ID: R04A-CALAMB-0255

Functions of Public Secondary School Heads in Sdo-Quirino: Framework for Strategic School Leadership

Julius Aaron M. Rueda, Department of Education - Quirino

Abstract

INTRODUCTION
Strategic school leadership creates schools that are engaging, participative and results-driven for the holistic development of the learners. In this research, the researcher wanted to find out the extent the school heads effectively and efficiently performed their duties.

METHODS
The descriptive type of research was utilized to describe the extent of performing the duties of the school heads. Mean, frequency, t- test and ANOVA were used as statistical tools in data analysis. A questionnaire divided into two parts - Profile of respondents and Supervisory and Administrative Functions of Secondary School Heads as articulated in Republic Act 9155 - was used to gather data.

RESULTS
Having 28 respondents (14 public school heads and 14 teachers), the public secondary school heads of the Schools Division of Quirino performed fully their administrative and supervisory functions. Human resource management and school environment were effectively implemented as there were no serious problems met. Bringing out solid and overwhelming support from parents, local leaders, NGOs and others, school heads had mustered partnerships and linkages. Regardless of the school heads' length of service, civil status and gender, the respondents described that school heads targeted their key results areas and delivered.

DISCUSSIONS
The research findings revealed that public secondary school heads of the Schools Division of Quirino performed their functions very well which implies that they know what key results areas are to be accomplished. However, there is a need for continuous improvement in school leadership and governance.

KEYWORDS: Functions, School Head, Strategic Leadership

Fundamentals of Mathematics Booklet (Funmalet) as a Remedial Tool for Enhancing the Mathematics Performance of Low Performing E.I.M Students

Fatima Caro, Southville 1 Integrated National High School

Abstract

INTRODUCTION
Students who struggle with mathematics mostly show slow or inaccurate recall of basic arithmetic facts, simplifying fractions, handling square roots and exponents and operations on integers. This led the researcher to conduct a remedial program and developed the "Fundamentals of Mathematics Booklet" (FunMaLet).

METHODS
The researcher used the quasi-experimental research design, called the One-Group Pretest-Posttest Design. T-test was used to test the significant difference between pretest and posttest and Cohen's to determine the impact of FunMaLet as a remedial tool in enhancing the students' mathematics performance. Thirty-nine (39) low performing EIM students of Southville 1 Integrated National High School (S1INHS) were the participants of the study. Mathematics teachers from City Schools Division of Cabuyao and the LRMDS Coordinator of S1INHS validated the FunMaLet in terms of objective, suitability, content and adequacy. The validators resulted into common agreement as to the different criteria set for the course content validation.

RESULTS
The developed remedial tool was guided by the four criteria, namely: objectives, suitability, content and adequacy. Validators agreed on the objectives and suitability while fairly agreed on the contents and adequacy of the remedial tool. Overall, they agreed on the course content of the FunMaLet as a remedial tool. This remedial tool has a large effect in enhancing the Mathematics performance of the low performing EIM students.

DISCUSSIONS
The results imply that the FunMaLet enhanced the Mathematics performance of the low performing EIM students. The unique features of this study were enhancing the fundamental Mathematics skills of low performing EIM students on Operations of Function and improving their academic performance in General Mathematics.

KEYWORDS: FunMaLet, remedial tool, enhance, Mathematics performance

Future Step Up, Mismatch No More: A Proposed Scheme in Aligning Senior High School Students' Career Preference

Marvin Saludo, Department of Education

Abstract

INTRODUCTION

This undertaking revealed the career track preference and the factors which are influential in the choice of career among senior high school students with the hope of developing an effective career planning program for them.

METHODS

This descriptive correlational research made use of a questionnaire to determine the career preference and the factors affecting the career preference of Grade 12 students at Malvar Senior High School. Stratified random sampling technique was applied to determine the sample from a population of 258 Grade 12 students enrolled under the academic track. The statistical procedures used to interpret the data were frequency and percentage, weighted mean, standard deviation, and chi-square.

RESULTS

Most of the preferred careers of the students are the "popular" or well-known careers in the area of Engineering, Commerce, and Military Training, while the least favored are careers related to Spiritual Vocation, Environment, and Agriculture. Data also revealed that the careers suited to the respondents from the NCAE results are also the careers which are popular among them. The respondents consider economic factors, careers related to their favorite subject and talent, location of future work, financial status of the family, and the school they plan to enroll in college as a primary concern in deciding for a career in the future. The influence of other people does not affect the respondents' choice of career.

DISCUSSIONS

Economic viability is considered by students in deciding for a career, thus popular or in demand courses may attract big number of enrollees which may result to a surplus of misfit graduates. Peer factor is least considered by the respondents in choosing a career; students nowadays exercise independent decision making when it comes to choosing their career. There is a significant relationship between the preferred career of the respondents and the suited career for them as revealed by their NCAE results, thus NCAE results may potentially determine students' career choices.

KEYWORDS: career preference, misfit graduates, career planning

G.B.M.I (Grouping Based on Multiple Intelligence): A Teaching Pedagogy in English 8 at Bukal National High School

Francis Alyana Magtibay, Bukal National High School

Abstract

INTRODUCTION

In this study, the researcher would like to come up with a teaching pedagogy that would combine the collaborative learning approach and differentiated instruction through a grouping of learners which will be known as G.B. M. I (Groupings Based on Multiple Intelligence)

METHODS

This study applied the descriptive method of research using the survey questionnaire as data gathering instrument. There are 135 Grade 8 students of Bukal National High School for the S.Y. 2018 - 2019 who were the respondents of the study.

RESULTS

This action research covered the first quarter of the academic year. The grouping based on multiple intelligence was proven to increase the academic performance of the students as evident in their Periodical examination.

DISCUSSIONS

The result demonstrated the need for a teaching pedagogy wherein students' multiple intelligence is given consideration during collaborative learning. It is encouraged that the teacher knows their students deeper to address their needs and adapt to their learning styles that may be done through groupings based on multiple intelligence.

KEYWORDS: Collaborative Learning, Multiple Intelligence, Differentiated Instruction

SUBMISSION ID: R04A-BATANP-0310

G3 ReAL Up (Levelling Up the Reading Ability of G3 Pupils from Frustration to Instructional)

Emelita Gabayno

Abstract

INTRODUCTION

At the start of SY 2016 -2017, Philippine Informal Reading Inventory (Phil IRI) Pre-Test in English was administered among 192 pupils (Grades 2 to Grade 6) of Muzon Elementary School, Department of Education Naic District, Division of Cavite. Results revealed that seventy-two (72) pupils are in the frustration reading level, and among them are thirty-one (31) grade three (G3) pupils. It is the primary objective of this endeavor that by the end of the same school year, through the interventions made, 60% to 70% of these 31 G3 pupils in the frustration level be levelled up to instructional level.

METHODS

Using the result of Phil IRI pretest in English, different interventions were applied to implement the project. Continuous Improvement Program of the school "Reading Buddies" was adopted. The 12:30 reading habit was put into practice, under the supervision of the G3 teacher. Twice a week, during lunch breaks, each of the other six (6) teachers in different grade levels adopted five (5) G3 pupil beneficiaries to be assisted and helped. Reading remediation after classes was reinforced. Day-to-day formative evaluation was given after every session. Post Test was administered; results were analyzed, interpreted and compared (Pre-Test against Post-test).

RESULTS

Out of 31 grade three pupils with frustration reading ability, nineteen (19) of them (61.29%) have levelled up to instructional level. Moreover, these pupils have been observed to have developed increased interest in reading.

DISCUSSIONS

The results have proven that constant monitoring on the reading activities of the pupils helped them level up their reading abilities. There will be less difficulty in teaching them because they can comprehend better. Further enhancement of this project implementation should be done not only in grade three, but in all grade levels as well.

KEYWORDS: Levelling, reading ability, frustration, instructional

Gabay sa mga Araling Filipino

Evelyn Gabay, San Pedro Elementary School

Abstract

INTRODUCTION
Teachers can enhance pupil's performance by using different instructional materials. With these, an intervention material "GABAY SA MGA ARALING FILIPINO" was designed to address the low performance of Grade six pupils in Filipino.

METHODS
Pre-test Post -test method was used by 16 respondents. The study was evaluated in terms of 75% index of mastery and the method or strategy was found effective based from the test conducted, and 75% mastery level was attained. The rate of retention was measured in terms of 75% criterion; the class obtained an average of 75% in the test. Comparison of the results of the pre-test and post-test were evaluated.

RESULTS
Based on the findings of the intervention material, the use of pictures, modules and illustrated reading materials were very effective and meaningful. It enhanced the retention rate, ability and skills of pupils with a mastery level of 83.32 percent in identifying adjectives, degrees of comparison (kaantasan ng pang-uri), forms of verbs (aspekto ng pandiwa), cause and effect (sanhi at bunga), synonyms and antonyms (salitang magkasingkahulugan at magkasalungat), and identifying main idea (pangunahing diwa) and giving inference from the story read (pagbibigay hinuha batay sa kuwentong binasa).

DISCUSSIONS
On the basis of the findings and conclusions, the author recommends teachers to utilize pictures, modules and illustrated reading materials in enhancing the ability in identifying adjectives, degrees of comparison, forms of verbs, cause and effect, synonyms and antonyms, giving and identifying main idea to increase pupils' retention; and to improve pupils' performance in teaching Filipino for the concrete conceptualization of the lessons. It also recommends the conduct of the same intervention in other subjects to validate the results of this study.

Gadget and Skills in Solving Word Problems Involving Proportion

Imelda G. Zamora, Rizal Elementary School

Abstract

INTRODUCTION
The result of the National Achievement Test conducted last School Year 2014-2015 of the Grade VI pupils of Rizal Elementary School met the 75% proficiency level in Math but competency on solving word problem involving proportion posted 65% which affected the performance of the pupils in the subject. This prompted the proponent to conduct an intervention - the Guiding Activities in Developing Graders through Electronic Technology (GADGET). The effective use of GADGET can help support learning, and that it is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry of pupils.

METHODS
Descriptive comparative research design was used in this action research. The gathering of data was started by giving the pupils a pre-test with 40-word problems, then gathering the pre-test scores data. After the pre-test was given to the class, GADGET was employed in solving word problem. After the implementation of the intervention, similar test was given to the same number of pupils to find out if there is significant change in their scores. Descriptive-comparative research design was utilized using Mean, Standard Deviation, Paired Sample t-test and Eta2 to test the significant effect of the intervention.

RESULTS
Based on the interpretation of statistical data, the scores of the respondents before the implementation of GADGET were low. But after the implementation of the intervention their scores were moving toward mastery. This indicates that the intervention significantly improved the mastery level of pupils along the selected competency in solving word problems involving proportion.

DISCUSSIONS
The results depict that the use of GADGET may be adopted as one of the teaching strategies in solving word problems.

KEYWORDS: problem solving, electronic technology, guiding activities

**Gadgets for Elementary Learners in Sto. Tomas South Central School
and its Impact in their Academic Achievement**

Anjellica A. Pablo, Mercy Cabal, & Rommer A. Villegas, San Pedro South
District

Abstract

INTRODUCTION
Since this Hi-tech generation, technology has always been advancing. Indeed, it brings great impact in terms of lifestyle. People have been greatly dependent on the use of technology since it makes their work faster and easier.

METHODS
The questionnaire and descriptive survey designs were used in preliminary and exploratory studies to allow researchers to gather information, summarize, present, and interpret.

RESULTS
From the basic findings of this study, the following are the conclusions drawn by the researchers. The different gadgets are of great help for the teachers in Sto. Tomas South Central School. The of utilization of gadgets as instructional material in teaching is extremely effective in motivating students, in class interaction, in presenting the lesson, in making abstraction, and in authentic assessment. The academic performance of the most of the Elementary pupils in Sto. Tomas South Central School is outstanding.

DISCUSSIONS
It is very interesting to determine the challenges and adversities being encountered by the school heads in the execution of their duties and responsibilities in relation to the new curriculum the government is now initiating. Nowadays, it is very obvious that gadgets satisfy the desires of people in terms of many things such as game, communication and entertainment.

KEYWORDS: Game, Communication, Entertainment

SUBMISSION ID: R04A-BATANP-1697

Game-Based Assessment (GBA): Tool to Enhance the Mathematics Skills of Grade V in Lobo Elementary School, SY. 2018-2019

Ledian Elmae Dumot, Lobo Elementary School

Abstract

INTRODUCTION

Grade V pupils of Lobo Elementary School find difficulty in learning Math. In fact, they got the lowest mean percentage score during their pretest. The researcher considered Department of Education Division of Batangas province program, "The Utilization of Oral and Written Numeracy Assessment Tools and e-Games for Diverse K to 12 Learners" as one of the best strategies to improve their performance in Math.

METHODS

Participants in this study were comprised of 153 Grade V pupils of Lobo ES, SY 2018-2019. This study made use of one-shot experimental method. It looked into the effectiveness of "Game-Based Assessment (GBA) in improving pupils' performance in Math. There are tests done before any data are collected to see if there are any person confounds or if any participants have certain tendencies. Actual experiment is done with post test results recorded.

RESULTS

Grade 5 of Lobo ES has difficulty in comprehending Mathematical concepts. The result of the pretest revealed the mean percentage score (MPS) of 23.43%. The MPS of post-test over pretest increased by 50.98%. The increase indicated great difference between the pretest and posttest because creative, exciting, and varied activities.

DISCUSSIONS

The study proves that GBA enhanced mastery learning in Mathematical skills of Grade V pupils based on the pretest and posttest. GBA motivated and sustained pupils' interest. It could also be one of the effective evaluation tools used in teaching Math. Further, teachers should be encouraged to use GBA to enhance pupils' performance.

KEYWORDS: game-based assessment, technique,

Game-Based Assessment and Students' Academic Achievement in Mathematics 9

Floro A. Belano

Abstract

INTRODUCTION
Assessment plays an important role in improving the teaching and learning outcome of every learner. Most of the time, paper pen test as a formative form of assessment in every lesson gives negative feedback among students. They find it boring and stressful which results to lower achievement in Mathematics. Thus, this study determined the effect of Game-Based Assessment in the academic achievement of the learners.

METHODS
Experimental research design was employed in this study using the Solomon Four Group design. The subjects of the study were the total population of one hundred seventeen (117) Grade 9 students; two (2) sections under the control group and two (2) sections under the experimental group. The z-test and analysis of variance (ANOVA) were utilized to determine the significant difference of the control and experimental groups.

RESULTS
Findings revealed that the level of academic achievement in pretest score both in control group and experimental group were almost the same with lower achievement. However, the posttest scores of the four groups revealed that the experimental groups were at the higher achievement. When students are exposed to GBA, their Mathematics achievements are better and higher compared to a paper and pen test.

DISCUSSIONS
The results showed that students had increased their academic achievement in the posttest because the game was attractive which captured their attention, motivated them in answering every question in the game leading to higher mean gain score compared to the students who were exposed to paper and pen test.

KEYWORDS: Formative assessment, motivation, Game-based assessment

Game-Based Assessment: Strategy to Improve the Academic Performance in Mathematics of Grade Six Pupils of David P. Jimenez Elementary School

Carmencita Ocampo, Jean A. Lamberte, & Marites P. Adayo, David P. Jimenez
Elementary School

Abstract

INTRODUCTION
This study aims to investigate the effectiveness of GAME- BASED ASSESSMENT STRATEGY in improving the performance in Mathematics of grade six pupils at David P. Jimenez Elementary School in Rosario, Cavite.

METHODS
This study used Pre-Experimental method utilizing the one-group, pretest-posttest design. The chosen participants were 30 grade six pupils of David P. Jimenez Elementary who had difficulties in Mathematics. Data were collected using a standardized 20-item test that was adapted from Learning Outcomes Assessment (LOA).

RESULTS
The findings suggest that there is significant difference on the performance of the grade six pupils after the Game-Based Assessment strategy was used as intervention.

DISCUSSIONS
Game-Based Assessment strategy was used in teaching Mathematics to apply their knowledge to a real environment; therefore, the players are learning by playing. It has a positive impact on their span, focus, and study habits.

KEYWORDS: Game-Based Assessment, Pre-Experimental, Grade Six Pupils, David P. Jimenez Elementary School

Game-Based Learning Supported Thinking Skills: A Merged Strategy in Enhancing Mathematics Performance of Grade Five Pupils at Puting Kahoy Elementary School

Dionisio Matira & Marjhorie C. Anarna, Putting Kahoy Elementary School

Abstract

INTRODUCTION

The main objective of this study was to determine if the use of game-based activities in mathematics lessons improve the pupil's mathematics performance; and ascertain if a significant relationship occurs between pupils' responses on the features of the lessons and their performance after game-based lessons were launched.

METHODS

The study was of a quasi-experimental design. Non-Equivalent Groups, Posttest Only was the design style of the study with one group receiving treatment (cooperative learning instructional method) and the other (control) group receiving more traditional lecture/discussion teaching method. The researcher used random selection by cluster sampling. The data in this study were collected, tabulated and analyzed with the application of the statistical procedure.

RESULTS

It was therefore concluded that the experimental and control groups had the same pre-test performances in Mathematics. The experimental group performed much better than the control group after the intervention was utilized.

DISCUSSIONS

The result shows that there is a significant increase in the mathematics performance level of the control group.

KEYWORDS: Game Based Learning, Mathematics Performance, Academic Performance, Grade V pupils (Puting Kahoy Elementary School)

SUBMISSION ID: R04A-CAVITP-1368

Game-based Student Response System: Its Effect on Students' Attitude in Biology

Teodorico Dalisay, Teacher III (SHS)

Abstract

INTRODUCTION
Student Response System (SRS) is a computer software and mobile application that is used by both teachers and students as a form of formative assessment. One form of SRS that is used specifically for gaming purposes is a game-based student response system (GSRS).

METHODS
A quasi-experimental design was used in the study to determine the effect of using GSRS on students' attitude in Biology. An attitudinal survey that consists of 31 Likert-scale instruments was adopted to measure the attitude of students towards Biology. Eighty-one (81) students from the two Grade 8 Biology classes participated in the study. Two groups were classified into traditional group with forty-one (41) students whose academic performance was assessed using conventional formative assessment; and GSRS-mediated group with forty (40) students was assessed based on their academic performance using mobile devices.

RESULTS
The result of the study showed that the overall attitude of the GSRS-mediated group ($x\bar{I}\ldots = 3.620$) and the traditional group ($x\bar{I}\ldots = 3.409$) had a significant difference with a p-value of $p = 0.007$ at 0.05 level of significance in favor of the GSRS-mediated group. In addition, the gain score of the GSRS-mediated group ($x\bar{I}\ldots = 0.253$) and the traditional group ($x\bar{I}\ldots = 0.178$) had a significant difference with a p-value of $p = 0.039$ at 0.05 level of significance in favor of the GSRS-mediated group.

DISCUSSIONS
The data showed that the GSRS-mediated group has higher mean value in the posttest attitude and attitude gain score than the traditional group. These mean values revealed that there is a significant difference in the attitudes of the two groups. Hence, the utilization of game-based student response system significantly affects the students' attitude towards learning Biology.

KEYWORDS: GSRS, Biology, attitude

GandaKaTeh?: The Effects of Wearing Make up on the Confidence Level of the Students at Emiliano Tria Tirona Memorial National High School - Integrated Senior High School

Angelo Louis Arquiza, Elmer Manzanilla, & Ralf Tuffer Carandang, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Among students in Emiliano Tria Tirona Memorial National High School - Integrated Senior High School (ETTMNHS-ISHS), it has been an observation that most of the senior high students often use makeup whenever they go to school, hang out with their friends, or socialize with their peers. In line with this, the researchers have decided to conduct a study to know if wearing makeup has an effect on the confidence level of the students.

METHODS

Quantitative type of research was utilized in the study. The researchers used Descriptive-Ex Post Facto as their research design. They conducted a focused group with 75 Grade 12 students as their respondents at Emiliano Tria Tirona Memorial National High School-Integrated Senior High School. A survey questionnaire was distributed and the data gathered were then quantitatively analyzed.

RESULTS

Based on the survey result, many students who participated in the study strongly agreed that wearing makeup has an impact on their confidence level. Most of them said that there is a positive change on their confidence level whenever they are wearing makeup and a negative impact when they don't apply any make up.

DISCUSSIONS

As seen on the result, most students rely heavily on the make-up products to increase their self-confidence level. This primarily might be the result of extensive exposure to social media and advertisements of numerous beautifying products. This study recommends that schools and other educational stakeholders provide awareness and seminars on the development of self-confidence including self-esteem among secondary students.

KEYWORDS: Makeup/Confidence

SUBMISSION ID: R04A-CAVITP-1648

Gender Analysis of Department of Education Policies Issued in the National Level

Maribel Richelle Bayot, Department of Education - Cavite

Abstract

INTRODUCTION
The National Policy on gender and development will seek to transform inequitable gender relations. This study seeks to review existing Department of Education national policies in promoting gender mainstreaming in education.

METHODS
Mainstreaming Evaluation Framework Organizational Assessment Questionnaire, taken from Philippine Commission on Women, focusing on policy and people was used in this research. It was modified and validated by experts. This tool has two parts: The first part has ten (10) descriptors in order to determine the extent of Department of Education's evidence in interpreting GAD in its policy issuances on the national level for the last three years. The second part includes 13 descriptors that identifies the status of Department of Education's issuances in ensuring employees as gender responsive and supportive of the department's gender mainstreaming efforts. Inter-rater reliability, through the guidance of GAD experts, was used in order to classify policies according to the given descriptors.

RESULTS
Department of Education seriously took the challenge of maximizing institutionalization of GAD in its policies specifically on its order, memorandum and circular issuances from 2015-2017. The number of issuances of Department of Education highlight people as mechanism in GAD mainstreaming. In order to realize GAD integration, assessment of people reveals the inconsistent GAD mainstreaming efforts of the department.

DISCUSSIONS
Generally, Department of Education has promising efforts in GAD mainstreaming. Perhaps, last 2017 may be the year for Department of Education to rise from level 2 to level 3. This should be sustained in the next years to come.

KEYWORDS: gender mainstreaming, gender awareness policy, gender issue, gender equality

SUBMISSION ID: R04A-CAVITP-0490

Gender and Development (GAD) Level of Public Elementary and Secondary Schools in the Division of Batangas City: Basis for Improving Gad Practices

Angelisa A. Amoto & Aurelia Vivas, Department of Education - Batangas City

Abstract

INTRODUCTION

The paper aimed to assess Gender and Development (GAD) practices of public elementary and secondary schools in Department of Education Batangas City in terms of policy, people, enabling mechanisms, and Programs, Activities and Projects (PAPs); to find out if there is a relationship among its indicators; and to describe how schools implement GAD programs and propose GAD projects/activities to improve the current practices.

METHODS

The researchers employed the descriptive method of research. The instrument used to gather data was the adapted GMEF Organizational Assessment Questionnaire developed by Philippine Commission on Women (2016). The participants of this study were the 97 public elementary and secondary school's GAD coordinators.

RESULTS

The level of GAD practice of Department of Education Batangas City in terms of the four key assessment areas namely Policy, People, Enabling Mechanisms and Programs, Activities and Projects (PAPs) is Level 2 which is described as Installation of Strategic Mechanisms. There is no significant relationship between Policy and People, Policy and Enabling Mechanisms, and Policy and PAPs. It was revealed that there is a need to revitalize its efforts on Gender and Development in the entire school's division. Year round and various opportunities to recognize gender roles and eliminate gender disparities among learners are not yet fully intensified.

DISCUSSIONS

The findings suggest more intensive GAD activities to raise the level of GAD practice in the Division of Batangas City. There is a need to capacitate the school personnel and enforce compliance to GAD mainstreaming policies.

KEYWORDS: Gender, Gender analysis, Gender mainstreaming, GAD Practice

**Gender and Development (Gad)-Inclusive Learning Environment
Practices of Public Secondary Schools in the Division of Sta. Rosa City:
Basis for Three-Year Strategic Plan**

Liberty Agustin, Southville IV National High School

Abstract

INTRODUCTION
The researcher would like to explore on gender and development (GAD) inclusive learning environment practices through a strategic plan.

METHODS
This study used a descriptive research utilizing survey-questionnaire. The Likert Scale was used to evaluate practices in gender and development; the t-test was used to determine whether there was significant difference in the assessment of the respondents; and Pearson-r to determine whether there was significant relationship between the school profile and the gender and development inclusive learning environment and practices. The researcher conducted the study in all the Public Secondary Schools in the Division of Sta. Rosa City.

RESULTS
The findings revealed that the level of practices in Gender and Development (GAD) in terms of Inclusive Education, Teaching Strategies, Assessment and Capacity Building resulted to an over-all weighted mean of 3.89 interpreted as "Often Practice". Although the results showed the same interpretation for both respondents; the Principal's weighted mean results are dominant than that of the teachers' weighted mean results.

DISCUSSIONS
This study showed that teachers need to be more equipped with the 21st century skills and teaching pedagogy and be abreast with gender and development mainstreaming. In order to increase teacher's level of competency in gender analysis; there is a need for more capacity building seminar and trainings in gender and development awareness.

KEYWORDS: Gender and Equality, Inclusive Education, GAD Practices

Gender and Development Awareness of Grade 4 Pupils at Solo Elementary School

Ronalyn Dela Cruz

Abstract

INTRODUCTION
Within the institution of the school, gender awareness needs to be promoted to the pupils, teachers, school administrators and parents. In this study, the researcher had an impression that the results could be the starting point for the school to come up with the most appropriate and well-structured GAD plan.

METHODS
This study uses descriptive research design. Fifty-two (52) Grade Four pupils in Solo Elementary School enrolled for the academic year 2018-2019 are the respondents. For deeper and thorough analysis, the researcher made use of the scores obtained in every questionnaire to measure the pupils' level of awareness about gender and development. To perceive its importance, the researcher conducted interviews.

RESULTS
Majority of the students now are well aware about gender and development.

DISCUSSIONS
The development of the pupils' ability to know and fight for their rights may become a keystone in building and maintaining stable marriages, families, careers and friendship in the future.

KEYWORDS: Gender, Development, Awareness

SUBMISSION ID: R04A-BATANP-0939

Gender and Sexuality on Selected Carlos Palanca Memorial Award-Winning Short Stories and One-Act Plays

Apple Cay C. Nista & Jennifer Satumbaga, Department of Education

Abstract

INTRODUCTION
The main purpose in doing this research is to trace the strengths as well as the misgivings of the female characters in the stories chosen in order to see how feminism, binary oppositions, and sexism have been depicted in the stories. They aim to illustrate how the display of women's want to be independent and shape their lives and the people around them slowly deconstructs patriarchy in modern Filipino Literature.

METHODS
In identifying the gender and sexuality in the selected short stories and plays, the researchers used descriptive qualitative research especially the documentary analysis. Literary analysis will apply with the following criteria: gender stereotypes, female characters depicted in the cited literary works in relation to the following phases: Feminine, Feminist and Female, in addition to the patriarchal viewpoint of the Filipino society which may undergo deconstruction and reconstruction in the text and context of the cited works.

RESULTS
Women were treated less like human and more of a property. There is no hiding the truth that the Philippines, pretty much the same as half of the world, is a patriarchal country where men are believed to be the head of the family. On the other hand, the female characters in selected literary pieces showed the idea that women and men are equal in society. They manifested it through their words and actions when they proved that women can protect themselves in their own without the help of men.

DISCUSSIONS
Female characters deconstructed patriarchal structure and belief that men are more superior and more powerful than women. This research enlightened the idea that men and women are equal in terms of identity, rights, roles and strengths.

KEYWORDS: deconstruction, feminism, patriarchy, sexism, sexuality

SUBMISSION ID: R04A-BATANP-1009

Gender as an Index on Motivation and Learning Styles towards Language Learning

Geralden L. Dumagan, Department of Education

Abstract

INTRODUCTION

The researcher delved on assessing the pupils' level of motivation as well as their preferred learning modality when it comes to learning the English or Filipino Language.

METHODS

This paper investigates the pupils' level of motivation as well as their preferred learning modality when it comes to learning the English or Filipino Language. The study used a questionnaire to address the objectives of the study. A total of 20 were tapped as respondents of the study. This was conducted at Tigao Elementary School during the school year 2017-2018.

RESULTS

Results of the study have shown that there is a variation in the pupils' level of motivation and preferred learning styles. The study further found out that most of the male pupils opt for auditory activities while females are more interested in visual materials during class discussions. On motivation, it was found out that males have higher instrumental motivation compared with their integrative motivation. On the contrary, integrative motivation is evident among the female respondents.

DISCUSSIONS

Implement school activities that can cater not just one but all the learning styles especially the three primary learning styles which are the visual, auditory, and kinesthetic learning styles. Regarding students' motivation, the researchers encourage the students as well as the teachers to use the language in class interaction.

KEYWORDS: Gender, Index on Motivation, Learning Styles, Language Learning

Gender Bias on Skill and Workbook Used by English Teachers of Grade III in Dagatan Elementary School

Evelyn Malaluan & Felicidad Evangelista, Department of Education - Batangas Province

Abstract

INTRODUCTION

This study determined the level of gender bias in skills workbooks used by Grade III English teachers in Dagatan Elementary School. Specifically, this study assessed the issue in terms of textual contents and visual representation using the 16 indicators presented by Cohen et. al. Further, the researchers developed gender sensitive instructional materials based on the findings.

METHODS

The qualitative descriptive analysis is primarily carried out using four elements of the skills workbook contents. These are: words (e.g. names, nouns, pronouns, attributes, roles etc.), sentences (e.g. dialogues between two males vs. two females, firstness or order of mention in sentences), stories (e.g. centeredness of the story, leading characters) and pictures (e.g. the individual and their activities) as different units of analysis. The researchers follow the four C's of Cohen: coding, categorizing, comparing, and concluding. A total of 629 pages from skills workbooks were manually analyzed based on the identified categories. Based on the result, the level of gender bias is average towards male. The researcher designed an activity book and flashcard to attain a gender sensitive instructional material appropriate for Grade III pupils.

RESULTS

Upon the conduct of the study, the researchers found-out that the Skills Workbook (SWB) used by Grade III English teachers of Dagatan Elementary School are highly biased towards male in terms of professional occupation, level of priority, and centeredness in the picture. Moreover, the workbook/activity book developed by the researchers are gender sensitive and can help to promote gender development in the mind of Grade III pupils.

DISCUSSIONS

The results revealed that the activity books/workbooks issued to pupils are gender biased. It is very important to start raising awareness of gender equality concerns among children. Utilization of Workbook that promotes gender development like "Building English Towards Excellence (BETE)" which was created by the authors can serve as a tool to resolve gender bias.

KEYWORDS: gender bias, gender sensitive

SUBMISSION ID: R04A-BATANP-1029

Students of Kaytitinga National High School, Alfonso, Cavite in the Three Subject Areas: English, Science, and Mathematics

Cynthia R. Gerpacio, Jean Eunice Gonzales, & Leila M. Ferolino, Department of Education - Cavite

Abstract

INTRODUCTION
In the recent years, there have been concerns on the students' attitude pertaining to the three subject areas: English, Science, and Mathematics. The purpose of this study is to explore on gender differences, as to how it relates to the attitude of students in the three specific subject areas.

METHODS
The study was conducted through convenience sampling. Using grounded theory, approximately 86 Grade 11 Academic and Tech-Voc students from Kaytitinga National High School, Alfonso, Cavite were chosen conveniently to be in this study due to ease of accessibility, and meeting inclusion criteria. IThis research applied a 42-item questionnaire focusing separately on different subject areas: English, Science, and Mathematics. Pearson's Correlation and coefficient were applied to find out how the attitude of the students in the said subject areas relate to one another.

RESULTS
Based on the students' answers to the survey questionnaires, it was found out that gender differences vary in the three subject areas: English, Science, and Mathematics. In terms of English competency, there is a very favorable response for both genders, with the mean of 3.69 for male and 3.97 for female. When it comes to Science competency, there is also a favorable response for both genders, with the mean of 3.50 for male and 3.73 for female. Similarly, in Mathematics competency, a favorable response is evident, with the mean of 3.41 for male and
3.60 for female. In addition to this, the findings reveal that there is a significant relationship between English and Math competencies. However, in Mathematics, there is no significant relationship found.

DISCUSSIONS
The result of the research indicates that the students' perspective in Mathematics is consistent regardless of their gender. Moreover, when it comes to English and Science, gender has something to do with how they perceive the subject areas.

KEYWORDS: significant, competency, subject area

Gender Differences in Attitude and Problem-Solving Strategies of STEM Students

Rachel Anne Alamo, Philippine Normal University / Tanza National Comprehensive High School

Abstract

INTRODUCTION
Over the years, literature shows that males are believed to be dominant in mathematical problem solving as compared to females. However, Hyde (2017) in her study about the new trends in gender mathematics performance, revealed findings that males and females perform similarly.

METHODS
The study used mixed method research design. Quantitative treatment of data is used to identify the perceived attitudes and values of the participants towards Mathematics while descriptive qualitative design was utilized to determine the inherent gender differences in problem solving between males and females.

RESULTS
The study found out that males are perceived to be more confident, enthusiastic, and eager in asking and answering questions during Mathematics class as observed by their peers and teacher. Males have dominant behavior in conceptual, procedural, problem-solving skills, and strategies and communication skills.

DISCUSSIONS
The results of the study qualify the idea of the male attitude dominance toward Mathematics in the field of STEM. Furthermore, males also exhibit ascendancy in the following problem-solving skills: procedural, problem-solving skills and strategies and communication skills. The analyses of the mathematical process still reveal distinct gender differences in attitude and problem-solving strategies among STEM students.

KEYWORDS: gender differences, attitude, problem-solving strategies, STEM

Gender Differences in Reading Achievement of Intermediate Pupils at Subic Elementary School

Feliciana Aquino, Department of Education

Abstract

INTRODUCTION

This research paper aimed to identify the gender differences in reading achievement of intermediate pupils at Subic Elementary School. This study examined if there were factors that lead to boys' lower reading achievement, and how a teacher can help pupils improve their reading skills.

METHODS

The population of this study consisted of three English teachers at Subic Elementary School who gave the information needed on their pupils' attitudes in reading. Qualitative research method was used to gather the desired data and an interview that provided better understanding of how gender differences influenced the achievement of the pupils in reading. All the questions in an interview were phrased in English. Participants' names were replaced with pseudonyms and confidentiality was guaranteed.

RESULTS

The results of Oral Reading conducted for three consecutive school years implied that girls performed better in reading than boys. It was consistent in three consecutive years. Girls recorded the greater number of independent readers than boys. The results of the study indicated that there were gender differences in reading that influenced their achievement such as: boys did not enjoy reading as much as girls, boys enjoyed reading different materials from girls, girls had a more positive attitude towards reading than boys, girls were more likely to see themselves as readers, boys were less likely to use reading resources than girls, boys were more likely to describe reading as "boring", boys' activity level and their inability to sit still for long enough to enjoy reading, and perception that girls mature more quickly and can therefore concentrate more and demonstrate more perseverance.

DISCUSSIONS

The result of the oral reading test conducted at Subic Elementary School attributed the reading gaps between boys and girls. It seemed that attitudes of boys towards reading were the causal factors of poorer results in reading as compared to girls.

KEYWORDS: gender differences, teachers' perception, reading achievement

SUBMISSION ID: R04A-BATANP-1589

Gender Differences on Learning Styles of Grade-VI Pupils:It's Implication to Teaching and Learning Process

Cerilina Manalo & Mary Grace Enriquez, Matipok Elementary School

Abstract

INTRODUCTION
This study was an attempt to determine the similarities and differences of the learning styles of male and female pupils. The study also sought to know gender-based preferred teaching strategies/approaches or methodology being used by the teacher. Through this, the school head was able to design a technical assistance plan to guide teachers in the preparation of their lesson plans that are responsive to the needs of both genders.

METHODS
The following data gathering methods utilized in this study were: standardized assessment tool, focused-group discussion, and observation. The participants were the 10 Grade-VI pupils composed of five males and females who were chosen based on the criteria set by the researchers and based on the recommendation of the class adviser.

RESULTS
Based from the findings, there was a significant difference on the learning styles of females and males. Generally, females had single mode of learning while males had multiple modes of learning. Females were auditory learners while males were visual-kinesthetic and auditory-kinesthetic learners. When it comes to teaching strategies used by the teacher, females preferred discussion method whereas the males chose performance tasks or group activities.

DISCUSSIONS
The significant output of this study was the understanding of learning styles of both genders to make the delivery of education more gender-sensitive and gender-responsive.

KEYWORDS: learning styles, gender, implications, teaching and learning process, Performance

SUBMISSION ID: R04A-BATANP-1194

Gender Differences: Basis in Enhancing Oral Competence among Grade Eleven Students of Anselmo A. Sandoval Memorial National High School

Marilou Escalona

Abstract

INTRODUCTION

Being a pioneer English SHS teacher of Anselmo A, Sandoval Memorial National High School, the researcher observed the difficulty of her students in communicating orally, specifically in speech delivery which is the focal point in teaching Oral Communication. The researcher observed the big discrepancy of the performance of the male and female; thus, being an English teacher and District GAD Coordinator, the researcher wanted to trace which gender bears the problem.

METHODS

Descriptive quantitative method was used among the 46 respondents of male and female Grade 11 students of Anselmo Sandoval Memorial National High School. Purposive sampling and speech delivery performance in rubric were utilized for data gathering. The statistical tools used were weighted mean, rank and t-test.

RESULTS

This study revealed that the females are more orally competent than the males, as reflected in the female weighted mean of 3.50 and 3.06 of male. In the criteria, female excelled most in mastery of 3.83 weighted mean, yet lowest in stance of 3.26. Whereas, male students excelled most on stance of 3.22 weighted mean and lowest in body language of 2.74.

DISCUSSIONS

The result of the study being female as orally competent and male as inferior. Males need to be given strengthening activities such as quality video clips, more speech drills, self-video recording for own critiquing, constant practice in front of the mirror.

KEYWORDS: Gender, oral competence

SUBMISSION ID: R04A-BATANP-1303

Gender Equality as Perceived by Grade Six Pupils in Tala Elementary School Nasugbu, Batangas

Lilibeth P. Guinez, Head Teacher

(Adviser: Lilibeth Guinez)

Abstract

INTRODUCTION
Gender and development are a program of the government. This study aimed to determine the perceptions of pupils regarding gender equality.

METHODS
We conduct data gathering to determine the perception of the pupils regarding gender equality.

RESULTS
Most respondents were aged 11, and female. The study revealed that the gender equality of the respondent has been observed by the pupils particularly on their acceptability of lesbian and gay pupils as they rated Agree on all items about gender equality. There is no significant relationship in the perceptions of respondents regarding gender equality and Profile variables. The Gender Equality Model was designed by the researcher.

DISCUSSIONS
Teachers should increase the awareness of pupils regarding gender equality through the integration of Gender and Development. The school should strengthen the implementation of Gender and development Program to decrease discrimination among pupils. Teachers should provide conferences and meetings to all parents to make them aware of this matter. The designed Gender Equality Model should be implemented to further enhance the awareness of pupils towards gender equality.

KEYWORDS: gender equality, awareness, pupils, lesbian and gay.

Gender Equity in Technical - Vocational - Livelihood (TVL) Track of Senior High School Basic Education: Basis for Gender Development Program

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Schools Division Office Of Imus City

Abstract

INTRODUCTION

This present study determined if there are gender equity or biases in the school's curriculum, textbooks, teacher classroom practices, physical facilities, programs and projects in the three Stand Alone Senior High Schools (SHS) of the Division.

METHODS

The respondents of the study were all TVL Teachers, Master Teachers and School Heads in three standalone SHS of the Division.

RESULTS

Top three most pressing causes of gender inequity are: (1) no strong foundation of gender and development awareness when it comes to classroom management and instruction; (2) absence of Gender and Development expert; and (3) beliefs that make gender inequity seem natural. Capacity building on Gender Development on Curriculum, Learning Materials, Physical Facilities and Programs and Projects is the most effective strategy to close the gender inequity gap.

DISCUSSIONS

The results demonstrate the need: 1) to design a comprehensive Gender Development Program that will be contextualized and institutionalized in the Division; 2) to include gender equity in the design and review of curriculum, design of learning materials, physical facilities and programs; 3) to examine the role that schools and teachers can play in addressing the above-mentioned inequities in the SHS TVL track; 4) to mandate the Human Resource Office to design and lead the Gender Development Program and include the program as one of the key result areas in the Individual Performance Commitment Result Form (IPCRF) of HR head and staff.

KEYWORDS: Gender Equity, Gender Development, Senior High School

Gender Identity and Sexual Orientation Program as Input in Valuing Gender Equality among Learners at Lucban Elementary School

Ritchelle Perocho, Leonisa S. Dastas, & Ernesto S. Pinano,

Abstract

INTRODUCTION
Gender equality is one of the problems encountered by the learners of Lucban Elementary School. Family, peers and community are the factors that affect gender equality. Discrimination and unhealthy sexuality occur. There are reported complains of bullying. Girls and gays are being bullied by boys.

METHODS
The respondents were given questionnaires to answer before the facilitation of Gender Identity and Sexual Orientation Program. Using correlated t-test, a high value of correlation is obtained from the views of learners on gender identity and sexual orientation. Descriptive design under quantitative method was utilized among 104 intermediate level students.

RESULTS
Learners who participated in the value formation orientation through innovation programs such as Valuing Gender Equality, Gender Identity and Sexual Orientation were enlightened about the value of gender equality. They felt that they all belong in a group regardless their sexes. The confusion about opposite sex's capabilities and abilities were cleared.

DISCUSSIONS
The results demonstrate the need to give value-formation orientation program.

KEYWORDS: gender identity, gender equality, sexuality

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Gender Issues in the Implementation of Science Curriculum in Public Schools in Cavite Province S.Y. 2018-2019

Julieta Mila Mercedez G. Torres, ETTMNHS

Abstract

INTRODUCTION

Gender is implicated in science and technology education in a number of issues. One issue relates to the relative participation rates of boys and girls in programs of science and technology. Second issue is science and technology curricula and the associated procedures for assessing students' progress and understanding. And the third is how teachers address gender sensitivity during the teaching-learning process. This study will focus on the extent of both gender-balanced and gender-biased curriculum implementation in public schools in Cavite Province.

METHODS

The study utilized Survey Method and Purposive Sampling. The Survey-Questionnaire was composed of a validated 32- Item questions adapted from a previous research study entitled, Gender Implementation in the Social Studies Curriculum.

RESULTS

Four (4) science curriculum experts from each of the nineteen (19) municipalities in the Division of Cavite were the respondents of the study. The responses regarding the extent of gender-balanced science curriculum, revealed a verbal interpretation "VERY HIGHLY EVIDENT". On the extent of gender-biased science curriculum, respondents' average verbal interpretation was "EVIDENT".

DISCUSSIONS

Findings of this study proved that although the science curriculum was gender-balanced there were issues of gender-bias. Respondents agreed strongly that some features in Science Curriculum must be improved for gender equity. Future direction envisioned a proposed Division Education Development Plan for awareness on gender equity.

KEYWORDS: Science Curriculum, Gender-biased, Gender-balanced, Division Education Development Plan

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Gender Issues in the Implementation of Edukasyon sa Pagpapakatao (ESP) in the Division of Cavite

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Abstract

INTRODUCTION
The researchers decided to look at issues of gender biases on EsP Curriculum in the province of Cavite based on the perception of experts in the said learning area.

METHODS
The study used a 32-item questionnaire to collect data from 76 EsP curriculum experts. The instrument was divided into four parts: Part I inquired the participants' demographic characteristics; Part II asked for the participants' perception on EsP curriculum as gender-balance; Part III inquired the participants' perception on EsP curriculum as gender-biased; and Part IV identified ways on how to further improve the EsP curriculum for gender equity.

RESULTS
Findings revealed that there is a gender balance in the implementation of EsP curriculum. The study also posed ways on how to further attain gender equity for the curriculum.
DISCUSSIONS
Department of Education commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education. The findings of this study would be useful for policy makers and curriculum experts in ensuring a gender-balanced curriculum.

KEYWORDS: values education, gender and development, gender-bias, gender balance, curriculum

SUBMISSION ID: R04A-CAVITP-1422

Gender Responsiveness in the Implementation of Senior High School Technical-Vocational Livelihood Track in Calabarzon

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Abstract

INTRODUCTION

The study sought to assess the gender responsiveness in implementing Senior High School Technical-Vocational Livelihood Track in CALABARZON.

METHODS

Checklist questionnaire and semi-structured interview were employed to gather the data. 279 respondents were purposively selected from 20 schools in the said region. Weighted mean, Pearson r, and ANOVA were used to statistically analyze the data. The respondents of this research were 279 senior high school teachers from CALABARZON.

RESULTS

It was revealed that the SHS-TVL track has faculty who are knowledgeable of their teaching tasks and assignment, and in can manage the class but need to be more informed of the policies in relation to their rank, tenure, remuneration, fringe benefits, and faculty development. It was recommended that the school administrators may conduct seminars to inform Senior High School. School administrators may send faculty to gender and development trainings, workshops and seminars to be more oriented to gender responsive pedagogy.

DISCUSSIONS

It addresses the demands for gender sensitivity as reflected in the faculty competency, support to students, planning instruction and its delivery, classroom arrangement and interactional patterns but areas like library, facilities requirements, teaching and learning materials need to be further improved to attain gender responsiveness. The gender-based training plan may be adopted by different divisions in Region IV-A CALABARZON.

KEYWORDS: gender-based training plan, gender responsiveness, senior high school technical-vocational livelihood track

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Gender Sensitivity Awareness and Self-Efficacy of Grade 9 Students

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Abstract

INTRODUCTION
This study shows the relationship between gender sensitivity-related factors and students' self-efficacy; and the difference in the students' level of self-efficacy when grouped according to their gender.

METHODS
To carry out the study, a survey questionnaire was made and answered by selected students. Data were then gathered and tabulated with the use of Pearson Product-Moment Correlation Coefficient and t-test. The relationship between gender sensitivity awareness and self-efficacy; and the difference in student's level of self-efficacy according to gender were interpreted.

RESULTS
Gender sensitivity related factors like bullying, stereotyping, isolation and gender difference are not related to students' self-efficacy when it comes to self-awareness, self-approval and self-direction. Male and female differ when it comes to students' performance as to work values, academic activities and extra-curricular activities. Male and female students both value one's unique individuality or personality; and they both accept themselves as they both want to achieve their dreams and goals in life.

DISCUSSIONS
The result shows that the family can create a deeper understanding about the total being of their children. Schools should promote programs and activities regarding gender sensitivity awareness among students; and teachers may undergo trainings on how to guide students properly with gender sensitivity factors.

KEYWORDS: Gender Sensitivity Awareness and Self-Efficacy of Grade 9

Gender-Responsive Basic Education Practices in Eight Selected Elementary Schools in Calatagan Batangas

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Abstract

INTRODUCTION
This study focused on the Gender-Responsive Basic Education (GRBE) practices and desired to find out the responsiveness of schools in terms of school facilities and structures, policy and plan formulation, benefits of GRBE and gender-responsive curriculum among schools in Calatagan District.

METHODS
The researcher used qualitative research approach to assess the extent of responsiveness of different schools as regards to GRBE practices. One hundred forty-nine (149) teachers from eight (8) selected elementary schools from the district were used as the respondents of the study. Data gathered through questionnaires were statistically analyzed using Paleontological Statistics software package for Education and Data analysis (PAST version 3.16) and one-way analysis of variance (ANOVA) to identify the significant differences among the practices of the schools.

RESULTS
Results of the study revealed that school facilities and structure, policy and plan formulation, benefits of GRBE and gender-responsive curriculum were well-recognized by the schools as important factors in promoting GRBE to learners. A gender and development model were formulated as a framework to continually strengthen GRBE practices among schools and consistently promote gender sensitivity among basic education stakeholders. The GAD Model showed four different areas which may contribute to the holistic implementation of Gender-Responsive Basic Education in elementary schools in Calatagan District. These practices provide a well-rounded implementation of GRBE policy of the Department of Education in the district of Calatagan. Through this model, schools could review or assess their existing programs in terms of GRBE indicators and formulate varied gender-related activities suitable for all learners.

DISCUSSIONS
The results display the demand to utilize the formulated GAD model toward the adherence to the GRBE policy. This will help in guiding schools to continually strengthen GAD programs to produce a well-rounded learner. Although results revealed that the over-all practices on gender-basic education in the District of Calatagan is practiced at high extent, it is still a need for schools to produce and enhance different gender-related programs.

KEYWORDS: Gender-responsive, gender equality, gender-based stigma, GRBE practices, stereotyping

SUBMISSION ID: R04A-BATANP-0129

Gender-Sensitive Instructional Materials: Basis for Kindergarten Instructional Material Designs

Jeovanie Tariman, Department of Education

Abstract

INTRODUCTION

The primary purpose of this study was to evaluate and use gender-sensitive instructional materials for kindergarten. Specifically, it sought answers to the following issues: gender-sensitive instructional materials presently used by kindergarten teachers; guidelines being followed by kindergarten teachers in developing gender-sensitive instructional materials; and kindergarten instructional material designs can be developed for gender-sensitive instructional materials development. As a result, the study prompted to find out how teachers develop gender-sensitive instructional materials that can address issues and promote gender awareness in the teaching-learning process.

METHODS

The study employed both quantitative and qualitative data. The quantitative data were gathered through a rating scale which has been accomplished by the respondents regarding their evaluation on gender-sensitive instructional materials. In order to determine the guidelines being followed by the teachers, interview has been done which was triangulated with the data from actual observation of instructional materials.

RESULTS

The teachers in our district perceived two of those indicators of gender-sensitive instructional materials in kindergarten as "often applied", namely: the illustrations used should provide non-stereotypes and portray women in active; and the content is free of terms deemed insulting and degrading by women themselves. This means that there were some parts of their instructional materials like illustrations used and terms of content which seemed to perpetuate stereotypes.

DISCUSSIONS

The results show the need for more emphasis on gender education. Gender equality education should be understood as not only eliminating gender biases but also how the teacher integrate experiences and needs of the learners into all educational practices to enable them to overcome traditional gender relations through education.

General Education of Grade 11 Students in Relation to Confidence and Creativity as Perceived by Faculty and Students of Balayan Senior High School

Roger De Torres, Padre Garcia National High School

Abstract

INTRODUCTION
Students often view courses that fulfill a general education requirement as unnecessary or not related to their interests or major. They do not see the relevance of such courses and sometimes contribute minimal effort to understanding the material and making connections to other fields of study, including their own academic major. This study may enlighten the students to revitalize the significance of these subjects to their lives. Also, this study may be a basis of the teachers' improvement of their teaching delivery of the general education subjects.

METHODS
The descriptive design with the quantitative approach of research was employed in this study. The researcher utilized a self-constructed questionnaire as the major tool in gathering data. One hundred Grade 11 students and 13 faculty members teaching general education in Balayan Senior High School in the SY 2017-2018 were the subjects of the study. A semi-structured interview was also undertaken in order to have deeper understanding of the gathered data and the topic being studied.

RESULTS
Student and faculty-respondents perceived general education subjects to enable the students to become proficient and effective in communication such as in writing and in speaking. Moreover, the student-respondents agreed that general education gave them the capability to investigate and analyze information, materials, problems and texts using a variety of techniques; while the faculty-respondents attested that general education promoted their students' higher level of textual and visual comprehension.

DISCUSSIONS
The findings suggested that general education teachers reported to be using instructional strategies in enhancing the communication skills of the students. Besides, the general education teachers were reckoned to engage the students in discussion and activities that enhance their analytical thinking, problem solving, and textual, and visual understanding.

KEYWORDS: general education, confidence, creativity, senior high school